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A History of the Utah State University Elementary Teacher Education Laboratory School

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A HISTORY OF THE UTAH STATE UNIVERSITY ELEMENTARY TEACHER EDUCATION LABORATORY SCHOOL

by

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INTRODUCTION

Need for the study

The Utah State University has had a university controlled elementary teacher education laboratory school (Appendix, p. 165) since 1928. In that year, the University, then the Utah Agricultural College, leased the Whittier School from the Logan City Board of Education. The Whittier continued to be used until the summer of 1957 when the newly constructed Edith Bowen Laboratory School became the center of elementary teacher education.

Staff members in the Department of Education and other interested people have repeatedly asked questions about the Laboratory School. They have desired to know what factors prepared the way and stimulated its establishment. They have sought to understand its relationship with the Logan City School District and with the rest of the University. They have asked how the school has been affected by national trends in teacher education or nationally prominent educators who have taught on this campus or in other universities attended by the Laboratory School personnel. What has been the guiding philosophy at the School, and what has been its role in teacher education at the University? Other questions have dealt with the personnel, the elementary students and their curriculum, finance and the physical facilities.

Some short historical articles which are mentioned in the section, "Related studies and sources of information," have been written about the School; but a more inclusive study dealing with the several topics noted in the previous paragraph has never been completed. Therefore,

answers to the above questions have not been written into a collective report; and the Laboratory School personnel themselves have had no adequately recorded source for personal orientation at the beginning of their service. This study needed to be completed without further delay, because official records were available, and most of those who have been affiliated with the School were still residing in this area where they could easily be consulted.

Purpose

The purpose of this study is twofold. First, it seems desirable that an accurate and inclusive record of the past be written. Secondly, the basic functions and guiding philosophy of the School need to be recorded. The clarification of these two inseparable factors will enable more knowledgeable planning and action by the Laboratory School personnel (Jacobsen, E. A., 1962, p. 10; Burke, 1962, p. 10).

Delimitations

This study is limited to the examination, recording and analysis of the following topics:

1. Background leading to the establishment of the Laboratory School.
2. Teacher education functions of the School.
3. Education and service of the School's administrative and teaching personnel.
4. Service of the School's non-professional personnel.
5. Experiences of elementary students at the School.
6. Laboratory School facilities.

This history includes the period from the Laboratory School's founding in 1928 to 1964. References are made to some related topics to clarify the major considerations, but those topics do not receive extensive coverage.

Related studies and sources of information

The examination of related literature included historical writings about past and present teacher education laboratory schools in Utah. Those selected were The History of Elementary Teacher-training in Utah 1850-1900 (Sharp, 1941, 138 p.), A History of the Latter-day Saint Church Academies with Emphasis on Curriculum, Student Expenses, Facilities, Educational Methods and Activities (Jacobsen, B., 1954, 72 p.), A History of Teacher-training at the University of Utah, 1850-1900 (Willey, 1952, 321 p.), A History of the William M. Stewart School, 1891-1940 (Davis, 1940, 129 p.) and The Utah State Agricultural College--a History of Fifty Years (Ricks, 1938, 184 p.). They supplied valuable background material directly related to this thesis.

Only a few minor reports about the Laboratory School at the Utah State University have been written. Professor C. E. McClellan (McClellan, 1955, p. 3-5) referred to the School in a short historical sketch. Professor McClellan's paper and a biographical booklet written about Miss Edith Bowen by Mrs. Ellen Humphrey (Humphrey, 1949, 6 p.) and Mrs. Alice Chase are deposited in the Anne Carroll Moore Children's Library in the Edith Bowen Laboratory School. References about the events which led to the School's beginning were found in the fifty year history of the University by Joel E. Ricks (Ricks, 1938, p. 9-111); and comments about reading instruction early in the School's history were recorded in the book, Helping Children Read, by Dr. Lorene K. Fox (Fox, 1961, p. 7-25).

The major written sources of material used in this study include minutes of the Logan City Board of Education meetings, minutes and scrapbooks of the Parents' and Teachers' Association of the Laboratory School and of the Logan City Parents' and Teachers' Association Council, roll books, attendance reports, and promotion lists from the Laboratory School, Utah State University Bulletins and Catalogs and official minutes of meetings held by the Utah State University Board of Trustees.

The information recorded in Tables 4, 5, and 6 was secured by the use of inquiry forms (Appendix, p. 164) which were completed by the people themselves or by the families of those who were deceased. Because so little had been written and because most of the personnel were still living in this area, numerous personal interviews about the topics included in the study have been tape recorded and transcribed into typewritten form. All tapes, typewritten copies of them and copies of notes taken from other sources have been placed in the Moore Library at the Edith Bowen Laboratory School.

Correspondence concerning proper terminology (Appendix, p.165) and studies about other laboratory schools has been exchanged with the national officers of the Association for Student Teaching and the Laboratory School Administrator's Association. Inquiry forms (Appendix, p.166) about laboratory schools in the United States were mailed to 197 schools and 130 were returned (Table 1, p.9).

Method of procedure

Preparation for writing was initiated with a review of related literature written from 1951 to 1961. The gathering of material was then guided by the delimitations enumerated on page three.

Tables were prepared so that data could be recorded as it was found. As noted above, inquiry forms were sent to 197 laboratory schools throughout the nation for information about the schools and their recorded histories.

An introductory letter from Dean John C. Carlisle (Appendix, p. 168), a short letter of explanation from the writer, a questionnaire for personal biographical information (Appendix, p.164), a general outline of the topics included in the study to be used as a guide during an interview (Appendix, p. 169) and a return postcard for suggested appointment times were sent to each person with whom an interview was desired. When the postcard was returned, the writer verified the appointment by letter or telephone. The same materials were sent to the remainder of the personnel except that self-addressed, stamped envelopes were inserted for the return of their biographical questionnaires and the written comments which they desired to record. Followup postcards were sent to those who failed to return the information within a few weeks, but some still failed to be returned.

The tape recorded interviews were transcribed by use of a dictation machine and typed to facilitate examination. The several sources listed in the section, "Related studies and sources of information," which include many types of official records and the tape recorded reports of personnel who directed or participated in the functions of the School were examined; and the writing of the thesis began.

BACKGROUND

Trends which motivated establishment of the Laboratory School

Laboratory experiences and schools selected or established to enable such practices are not new factors in teacher education. They have been closely related to the development of normal schools and other teacher education institutions in Western Europe and the United States during the recent centuries.

Western Europe was rich in pioneering efforts to deliberately provide laboratory experiences for future teachers. Some students gave sample lessons to their classmates, while others were privileged to do practice teaching with younger children in more natural situations. Both types of experiences have been traced from European teachers' seminaries in the late Seventeenth Century to the present in our own institutions. Normal schools fostering various types of laboratory experiences spread through Germany during the Eighteenth Century. Such institutions were found in France, Holland and the New England States of this country in the first quarter of the Nineteenth Century. Both private and public normal schools were founded on these two Continents.

Laboratory schools have been known by names which have varied according to their purposes. Some of the first were named model schools, later practice schools, training schools, demonstration schools, experimental schools and more recently laboratory schools (Association for Student Teaching, 1955, p. 1-2; Rudy, 1954, p. 263).

The names of those who have been historically prominent in securing improved educational opportunities for children in the United States were

also among those who labored for improved laboratory experiences and experimentation in teacher education. The Reverend Samuel Hall established a private normal school in Vermont in 1823, and James G. Carter of Massachusetts started his in 1827.

The American Institute of Instruction pressed for laboratory schools in 1837; and two years later, Cyrus Pierce enjoyed the support of Horace Mann and Henry Barnard in establishing the United States' first public normal school in Lexington, Massachusetts. Edward A. Sheldon organized one is Oswego, New York in 1861; and the practice continued to spread westward.

Efforts to develop a better understanding of children and their learning processes were initiated when Colonel Francis W. Parker became principal of the Cook County Normal School in Chicago in 1883; and when Teachers College at Columbia University opened in 1887, it created a model school as the others had done. Parker's pioneering work at the University of Chicago moved to fruition when John Dewey succeeded him as director of the School of Education in 1902 and again when Dewey was followed in 1909 by Charles H. Judd. Ernest Horn contributed through the laboratory school established at the State University of Iowa in 1915; Otis W. Caldwell became the director of a third laboratory school at Teachers College, the Lincoln School, in 1917; and Ohio State University opened its school in 1930 under the direction of Laura Zirbes who had served in the Lincoln School at Teachers College. (Association for Student Teaching, 1955, p. 2-10).

The University of Utah created the William M. Stewart Training School in 1891 (Davis, 1940, p. 119). A year later, one was established in Logan under the direction of the Brigham Young College. It served

until the College was closed in 1926.

Table 1, on page 9 , indicates the national trend which favored the establishment of laboratory schools. Although several were in operation by 1900, many more were opened during the next forty years. One of which was at the Utah State University.

Founding of the Laboratory School

The Utah State University was created in 1888 (Ricks, 1938, p. 19, 20), but it did not receive legislative permission to organize an Education Department until 1921 (Utah State University Catalog, 1921-23, p. 8). A full program in teacher education was begun in 1927 near the climax of the national trend toward more laboratory schools (Table 1, p. 9), and the University took action to establish a laboratory school of its own.

The faculty members who were participating in teacher education at Utah State University had related themselves to the point of view favoring a respect for the feelings, ideas and capacities of children similar to prominent ideas in laboratory schools at such institutions as the University of Chicago and Teachers College, Columbia University (Felt, 1962, p. 1, 2; Bowen, 1962, p. 3, 4, 12).

The concept of a child-centered education which has usually guided the personnel at the Laboratory School and which is referred to in this thesis has not been that of the laissez faire situation fraught with unrestricted child license so often thought of in relation to some forms of so-called progressive education (Bowen, 1962, p. 17; Carlisle, 1963, p. 3). Those who have fostered a child-centered education at the Laboratory School have respected childhood as a valuable and exciting period of life. They have believed that children's intellectual needs could be

Table 1. Founding of laboratory schools in the United States.

Years	Number started	Years	Number started
- 1880	7	1926 - 1930[a]	13
1881 - 1885	3	1931 - 1935	4
1886 - 1890	7	1936 - 1940	5
1891 - 1895	6	1941 - 1945	0
1896 - 1900	15	1946 - 1950	2
1901 - 1905	3	1951 - 1955	3
1906 - 1910	9	1956 - 1960	9
1911 - 1915	16	1961 -	1
1916 - 1920	5	No date reported	14
1921 - 1925	8	Total schools	130

[a]Whittier Training School opened in 1928.
Inquiry forms mailed from June 6 to 23, 1962 - 197
Inquiry forms returned from June 12 to November 2, 1962 - 130

best fulfilled through wholesome and successful experiences with basic knowledge, skills and creative self expression (Bowen, 1962, p. 17-18; Chase, 1963, p. 11; Logan City Parents' and Teachers' Association Council Scrapbook, 1938, April 14; Thesis (all such references pertain to this thesis), p. 102-103). The personnel have sought to establish satisfactory physical comfort and to develop rigorous physical health for children (Clark, 1962, p. 1, 4; Shaw, 1962, p. 5). They have tried to relieve the children of crippling emotional pressures while helping them to honor their responsibilities to themselves and to others. They have encouraged children to do evaluative thinking and to express their ideas about their social relationships but to also respect the firm, fair and friendly guidance of adults (Bowen, 1962, p. 15-17; Shaw, 1962, p. 12-13; 15, 19; Staff, 1962, p. 5).

The University had placed student teachers in the elementary schools of Logan since 1922. However, the school nearest to the University was the old two story Whittier, and it tended to be used more extensively for student teaching than did others in Logan City. Exploratory contacts were made with the City Board of Education in the fall of 1926 suggesting that the Whittier be used as a training school (Logan Board of Education, 1926, August 16), but action was not taken until after the Peters Bill was passed by the Utah Legislature in 1927. Logan City had been receiving $1,100.00 per year for elementary and secondary student teaching privileges. The administration at the University then arranged to lease the Whittier building, and the contract was agreed upon by the Board of Trustees on November 5, 1927. The adopted contract was recorded in the official minutes of the Board of Trustees as follows:

AGREEMENT

The Board of Education of Logan City, Utah, First Party and the Utah Agricultural College, of Logan, Utah, Second Party, WITNESSETH:

That for and in consideration of the sum of One Dollar ($1.00) per annum, the First Party agrees to lease the Whittier School building located on the corner of 4th East and 3rd North, Logan, Utah, together with the furniture and fixtures and apparatus now in the building, to the Second Party beginning with the school year 1928-29 for the purpose of conducting a training school in connection with the college. This agreement to continue as long as both parties shall determine by mutual agreement.

Second Party agrees to enroll and educate with satisfaction to the State Board of Education, 160 or more pupils from the school population of Logan City at said training school each school year.

For and in consideration of the education received by the students enrolled at said training school the First Party agrees to pay to the Second Party the sum of $40.00 for each and every child enrolled and attending throughout the year.

The conditions of this agreement are as follows:

1. First Party hereby agrees to cooperate with the Second Party in caring for trainees at the College in excess of those accommodated at the Whittier Training School so far as the Logan City School system will permit, while training school is in operation.

2. Second Party hereby agrees that only such students as have entered upon the Sophomore year in preparation for practice teaching shall be privileged to participate under this agreement.

3. Both parties to this agreement will see that the interests of the pupils as well as the trainees shall be safeguarded by doing training on the apprenticeship plan, assigning minor responsibilities at first and increasing the responsibilities according to the capacity and capability of the trainee.

4. Beginning with the school year 1928-29 no charge other than the amount stipulated for use of the Whittier School will be made for training purposes in any of the schools of Logan City. (Utah State University Board of Trustees, 1927, November 5, p. 123)

The responsibility of selecting the faculty and establishing the School was assigned to Professor Charles E. McClellan. His record of the experience is as follows:

> I was called in one day by Dean A. H. Saxer..., and he told me that President Peterson had asked him to instruct me to organize a training school for the preparation of students for a normal teaching certificate. He said, "You will be given $15,000 as complete coverage for all expenses you will have, and you are to hire the teachers, supervisors, and such help as you need except for the janitor." He said, "You will have charge of this organization." I didn't advertise for teachers; I didn't want to. I didn't want anyone coming to me asking for a teacher's position. I wanted to get superior teachers for that work, because I felt that the class of teaching we needed...should be first class. (McClellan, 1962, p. 1)

Professor McClellan evaluated teachers in the several areas of Northern Utah in order to select the first faculty. The Kindergarten teacher had taught at the Whittier when it was a part of the City system, but the teachers of grades one through six were new at the School. Mrs. Addie L. Swapp, who had been principal of Logan's Ellis School and had just returned from a quarter of study at Teachers College, Columbia University, was assigned to the second grade and carried an extra load as assistant principal to assist Professor McClellan with many of the administrative duties (McClellan, 1962, p. 3; Swapp, 1962, p. 1).

The first faculty included Emma Eccles Jones (M.A.) who had previously served at the Whittier School and who taught the half day kindergarten and Florence Anderson (B.S.) from Logan in the first grade. The other faculty members (all having normal certificates) were Addie L. Swapp from Logan as noted above, May Jensen who also came from Logan to be in the third, Wanda Robertson from Jordan School District in the fourth, Thelma Garff from Granite School District in the fifth and Maida Jensen from Salt Lake City in charge of the sixth grade (Table 3, p. 37; Utah State University Catalog, 1929-30, p. 26).

Miss Frances Barber had taught at Weber College in Ogden, Utah, at Brigham Young College in Logan and had completed her Bachelor of Science

Degree at Teachers College, Columbia University just before joining the staff here in 1928 as supervisor of normal training (Utah State University Catalog, 1929-30, p. 24). She did not have direct administrative responsibility at the Laboratory School in the beginning, but she was closely associated with the faculty and made lasting contributions to the predominant point of view established at the School (Jacobsen, E. A., 1962, p. 2).

There are no references in either the minutes of the Logan City Board of Education or the Utah State University Board of Trustees' meetings which itemize the classroom furnishings left in the building by the City. Other reports suggest that no equipment was found or that perhaps the old desks which were attached in rows to the floor were left. At best, beginning facilities and materials were discouragingly meager.

General supplies and some new materials were purchased. Florence Anderson (Felt) received a new set of first grade readers written by Marjorie Hardy with whom she had studied at the University of Chicago during the previous year, and she considered herself to be very fortunate (Felt, 1962, p. 2).

More equipment and materials were needed than were left in the Whittier building or than could be purchased with available money. A search was made for additional books, furniture and equipment in the closets and storage corners of the City Schools. One prominent storage room which they searched was in the basement of the old Woodruff School which stood on the northeast corner of First South and First West streets (Swapp, 1962, p. 3).

By the fall of 1928, accommodations and materials were secured, the faculty was hired, and the 225 children who lived in the Whittier area

were assigned to continue attending the School; so the founding of the Laboratory School was accomplished. Mrs. Swapp explained its beginning as follows:

> It wasn't a coincidence that the U.S.U. Training School began with a faculty who had such a progressive understanding of children. I should like to pay tribute to Mr. McClellan and his keen insight and understanding of the kind of teachers necessary to begin such an important project...
>
> It was a most wonderful experience for all who participated in those first years, not because of the physical setup, but because of the genuine interest on the part of the faculty and a genuine interest in children. (Swapp, 1962, p. 13, 14)

It was first listed in the Catalog as the Whittier Training School (Utah State University Catalog, 1928-29, p. 50), and this became the name by which it was commonly known. However, it was later listed as the Normal Training School (Utah State University Catalog, 1929-30, p. 26), U.S.A.C. Elementary Training School a year after the four year teacher education program was started (Utah State University Catalog, 1939-40) and the Elementary Training School (Utah State University Catalog, 1944-45, p. 18). The School's new building on campus was first listed in the Catalog as the Edith Bowen Elementary Training School (Utah State University Catalog, 1957-58, p. 40). The 1964 official stationery shows its name as the Edith Bowen Laboratory School, and the lettering on the building shows it to be the Edith Bowen School, Teacher Education Laboratory.

Relationship with Logan City Schools

The Laboratory School at Utah State University has continued as a University administered School since its beginning, but it has always been associated in some respects with the Logan City Schools. The extent of this association has varied as changes have taken place at

the Laboratory School and in the program of teacher education, but the City's school personnel have proven to be cooperative through the years.

The relationship loomed strong and positive in 1921 when Logan's Superintendent Henry Peterson moved to the campus to become the first head of the Education Department (Logan City Board of Education Minutes, June 9, 1921, p. 12). From then until 1928, the Department depended upon the City Schools for classrooms in which student teachers could secure experience. The Woodruff, Ellis, Benson and Whittier Schools were quite commonly used for this purpose. A factor which added to the interaction between the two parties was the service of Miss Edith Bowen as an instructor of an early morning class, Primary Methods, while yet under contract with the Logan District (Bowen, 1962, p. 7-8; Shaw, 1962, p. 2).

When the Laboratory School began, there was a clear cut separation between its administration and the City Schools'. Attendance records and roll books were not filed in the District office until the 1935-36 school year. Furthermore, the personnel of the School have never been affiliated with the Logan Education Association (Shaw, 1962, p. 9). This does not imply that there was poor cooperation. To the contrary, the City system has been a veritable mother by consistently and graciously releasing those under contract to accept positions at the Laboratory School. The City Schools' nurse began in 1928 to serve the needs of the Whittier children (Logan City Board of Education Minutes, 1928, September 17). One of the strongest links was found in the Parents' and Teachers' Association which has continued a close and productive relationship in the Logan Council since the Council's beginning in 1924 (Logan

City Parents' and Teachers' Association Council Minutes, 1925, April 29).

Perhaps the most persistent contacts during the years of the Whittier Training School were through the efforts of the campus administration and Logan's Board of Education to effect financial contracts and agreements for student teaching, costs of educating the children at the School and improvements in the facilities. These were perpetual problems and the sources of some negative reactions from both parties (Logan City Board of Education Minutes, 1930, March 3, April 14; Shaw, 1962, p. 5).

A number of factors have helped to maintain some relationship between the City and campus Schools. As indicated above, attendance records have been sent from the Whittier to the Board of Education office since 1935; and the class roll books have been supplied by and returned to them. The school lunch personnel, supervision and supplies have also come from the City; and lunch funds have been sent to them. A similar arrangement now exists with the bus service for the students who live one and a half miles or more from school. Large numbers of student observers and student teachers continue to receive experience in Logan District classrooms.

The City Schools and the Laboratory School have also been drawn together as they have combined to enjoy the annual stage productions of the Edwin Strawbridge Company, later the musicals sponsored by the Logan Branch of the Association for Childhood Education and the operettas at the Logan Junior and Senior High Schools. The Board of Education has regularly invited the Whittier and Edith Bowen School faculties to participate with them in their opening institutes, special workshops, grade level meetings and annual dinners. The principals have, at times, accepted invitations to attend Logan's principals' meetings in the Board Office

(Shaw, 1962, p. 8-9). The City has invited the Laboratory School staff to make full use of its extensive filmstrip library.

Dr. John C. Carlisle, the present dean of the College of Education, contributed to a cooperative relationship when he was given leave by the Board of Trustees to act as Logan's superintendent of schools during an emergency. Repeated full and part time extensions were granted until he had served the City for three years from the first of 1945 to March of 1948 (Logan City Board of Education Minutes, 1945, February 5; 1948, January 13). City personnel have also been invited to the campus at various times to participate in evaluations of the student teaching program and to enjoy outstanding dinner meetings with the student teachers and other cooperating teachers.

There has been less interaction between the two groups since the Laboratory School has been established on the campus in a University owned building, and the faculty members are more involved in campus life and responsibilities. In spite of this, a wholesome relationship continues between the Logan City Schools and the Utah State University's Laboratory School.

TEACHER EDUCATION

Role of the Laboratory School to 1964

The Laboratory School functions which have been related to teacher education have formed the basis for the maintenance of an elementary school by the University (Carlisle, 1963, p. 11). The topics in this phase of the study are therefore important to those who formulate policies and programs which affect the evolving role of the Laboratory School.

The purpose of this thesis requires that references be made to the activities in teacher education which affect the Laboratory School. Such is particularly the case in this chapter. Even so, the chapter is not meant to be a study in depth of the University's elementary teacher education program. It does appear that such an historical study should be done in depth.

Student teaching has been the major teacher education activity carried on in the Laboratory School (Jacobsen, E. A., 1962, p. 4; Utah State University Board of Trustees, 1955, p. 263). This has also been the general pattern in other laboratory schools in the nation (Association for Student Teaching, 1955, p. 20; Bradfield, 1955, p. 121). The School has had other teacher education functions, but they have not been as extensive or as continuous as student teaching (Jacobsen, E. A., 1962, p. 4,5).

One printed contribution related to student teaching is The Supervising Teacher in Teacher Education (Chase, 1963, April), which is the first publication of the College of Education's newly established monograph series. The paper was written by Mrs. Alice Chase, who was a

supervising teacher at the Laboratory School from 1945 to 1951.

Elementary teacher education was started at the Utah State University in 1921 as a two year normal program, and student teaching was experienced by education majors during the sophomore year. The graduates received Normal Certificates (McClellan, 1954, p. 1). All of the student teaching was done in the Logan City Schools until the Whittier Elementary School was leased by the University in 1928 (Utah State University Catalog, 1922-23, p. 83).

The three year elementary teacher education program was initiated in 1933. Student teaching was then done during the third year, and the award to graduates became known as the Normal Diploma (Utah State University Catalog, 1933-34, p. 39). The full four year program with student teaching as a senior year course and culminating with the Bachelor of Science Degree began in 1938 (Utah State University Catalog, 1938-39, p. 65). Even though the standard programs were regularly upgraded, a few years of transition existed during which the lesser certificates and diplomas continued to be issued. The normal teacher education program at the Utah State University finally came to a close in 1942 (Utah State University Catalog, 1942-43, p. 174; 1943-44, p. 260, 263).

The University personnel endeavored at first to have all of the student teachers get their experiences at the Laboratory School. This was easily accomplished during the years when there were comparatively few students in elementary education (Table 2, p. 20). The number ranged from one student teacher at a time for each supervising teacher during the years of low registration to a common load of four and five at a time (Garff, 1962, p. 9; Humphrey, 1962, p. 2). The number even rose as high as eight during at least one period (Robertson, 1962, p. 3).

Table 2. Utah State University graduates in Education.[a]

Year	Elementary graduates			Bachelor of Science		
	Male	Female	Total	Male	Female	Total
				(Listed as Education)		
1920-21				1	0	1
1921-22	(Catalog lists one and two year Normal programs but graduates are not listed)			1	0	1
				(Arts and Science)		
1922-23				13	22	35
1923-24				22	18	40
1924-25				30	14	44
1925-26				28	21	49
1926-27				24	21	45
	(Two year Normal Certificates)			(Listed as Education)		
1927-28	2	34	36	16	12	28
1928-29	3	59	62	7	14	21
1929-30	3	50	53	11	10	21
1930-31	4	66	70	9	23	32
1931-32	6	56	62	8	17	25
1932-33	10	46	56	17	17	34
1933-34	(Three year Normal Diplomas)			12	15	27
1934-35	1	8	9	20	13	33
1935-36	0	10	10	31	19	50
1936-37	1	32	33	18	21	39
1937-38	3	31	34	24	31	55
1938-39	2	23	25	32	24	56
1939-40	3	36	39	40	43	83
1940-41	2	29	31	37	50	87
1941-42	0	21	21	47	33	80
1942-43				22	35	57
1943-44				5	23	28
	(Four year Bachelor of Science Degrees started					
1944-45	in 1938-39, but elementary not listed separately			7	30	37
1945-46	in catalog)			11	36	47

Table 2. Continued

Year	Elementary graduates												Bachelor of Science		
	Male				Female				Total				Male	Female	Total
	F	W	S	Tot.	F	W	S	Tot.	F	W	S	Tot.			
1946-47[b]	0	1	0	1	8	12	10	30	8	13	10	31	48	46	94
1947-48	0	0	2	2	8	12	12	32	8	12	14	34	59	46	115
1948-49	1	1	1	3	3	14	20	37	4	15	21	40	81	88	169
1949-50	2	3	7	12	17	13	9	39	19	16	16	51			
1950-51	1	1	10	12	15	18	18	51	16	19	28	63	124	108	232
1951-52	2	6	4	12	11	21	21	53	13	27	25	65	88	135	223
1952-53	4	5	5	14	16	16	14	46	20	21	19	60	92	143	235
1953-54[c]													76	90	166
1954-55	4	0	8	12	15	17	18	50	19	17	26	62	60	115	175
1955-56	4	5	14	23	16	25	28	69	20	30	42	92			
1956-57				19				70				89	101	111	212
1957-58	2	8	14	24	21	32	33	86	23	40	47	110	122	164	286
1958-59	2	7	11	20	33	37	39	109	35	44	50	129	104	211	315
1959-60	5	7	13	25	45	32	37	114	50	39	50	139			327[d]
1960-61	6	12	16	34	62	31	36	129	68	43	52	163			355
1961-62	4	11	16	31	42	42	50	134	46	53	66	165			325
1962-63	7	9	15	31	61	52	42	155	68	61	57	186			328
1963-64	6	6	12	24	48	58	59	165	54	64	71	189			267
1964-65	4	7	13	24	34	46	63	143	38	53	76	167			298

[a]Information secured from Utah State University Catalogs except the following:

[b]Elementary information beginning in 1946-47 was secured from student teacher files maintained by Mrs. Edith S. Shaw.

[c]Mrs. Edith S. Shaw was away for graduate studies. No records were kept.

[d]Total Education information beginning in 1959-60 was secured from the College of Education records of graduates which were begun in 1956.

It became evident that all student teaching could not be done at the Laboratory School, and efforts were made to have each student serve there for at least one of the two half quarter blocks. Even this has now become impossible. During recent years, most student teachers from the University have been placed in Logan City, Cache County, Box Elder County, Weber County, Ogden City, Davis County and Preston, Idaho. Groups have been placed in Richfield and Price on a few occasions, and some individuals have secured the experience in their home areas other than those mentioned above. Supervising teachers at the Edith Bowen Laboratory School had two student teachers per block until the 1963-64 school year. An attempt was then made to limit the number of student teachers to two per class, and also to one five week block per quarter in each class. The rooms without student teachers were to be used for other teacher education activities. With few exceptions, one student teacher was assigned to a class during each block of the 1964-65 school year.

Other factors directly related to student teaching have also changed. The name of the course was originally listed as Apprentice Teaching (Utah State University Catalog, 1922-23, p. 83). It was changed to Practice Teaching in 1925 (Utah State University Catalog, 1925-26, p. 143) and to Student Teaching in 1948 (Utah State University Catalog, 1948-49, p. 47). Students could register for five to ten quarter hours of student teaching in the early 1920's (Utah State University Catalog, 1923-24, p. 189). Credit ranged from six to twelve quarter hours by 1924 (Utah State University Catalog, 1924-25, p. 149), and it was set at ten hours in 1928 (Utah State University Catalog, 1928-29, p. 143). Elementary student teaching credit has continued at twelve quarter hours since 1946 (Utah State University Catalog, 1946-47, p. 150).

During the early years of the Whittier Training School, not all of the student teachers were scheduled to be at the School during the same hours. Their times of arrival and departure depended upon the times of other classes for which they had registered on campus (Felt, 1962, p. 8).

Elementary education majors are now expected to spend a full day for one quarter in student teaching. This plan was established at the Whittier during the early 1930's. One-half of the quarter has usually been spent in a primary grade and the other half in an intermediate grade (Shaw, 1962, p. 10). Secondary education majors securing a dual elementary certificate have been permitted to qualify by doing student teaching for one-half of each day for a quarter. Even so, they are now encouraged to register for a full day, twelve quarter hours (Shaw, 1962, p. 21).

Student teachers have been permitted or encouraged to observe in other classes and grades to gain an appreciation of the total operation of the school in which they were serving (Shaw, 1962, p. 10; Swapp, 1962, p. 13). This practice was more deliberate during the earlier years at the Whittier than it is now.

The supervisors have always taught a companion course which is now called Principles of Teaching in the Elementary School, Education 105, and it has been taken concurrently with student teaching. The class was first held in "Old Main" on Friday at 5:00 p.m. (Utah State University Catalog, 1925-26, p. 143). After securing the Whittier, it was scheduled at that school during released time on Tuesday and Thursday afternoons (Bennett, 1962, p. 8). The class is now held in the Edith Bowen Laboratory School at 7:30 a.m. each Monday and one day per week after 4:00 p.m. Supervisors working with student teachers outside of Cache Valley arrange the class at times which are appropriate for the

group.

Student teaching has not only been the most prominent teacher education function of the Laboratory School; it has consistently improved in quality (Shaw, 1962, p. 10). The dedication and creativity of the personnel have naturally fostered such achievement (Thesis, p. 61 , 68). However, the several endeavors explained below have helped to structure and enhance the student teaching program.

Teacher placement bureau records of student teachers date back to 1922, and a simplified evaluation form prepared by the teacher placement bureau was started in 1924. A slight modification of the form continues to be used for the evaluation of each student teacher (Appendix, p. 174).

Elementary education personnel had formulated their ideas for a specialized form for the evaluation of student teachers by the 1954-55 school year. Campus faculty members and cooperating teachers from Logan City and Cache County School Districts combined to examine its content, and it was first used during the 1956-57 school year. Another joint session was held the next year at the University's Student Union Building to consider improvements in the form (Appendix, p. 175 ; Shaw, 1962, p. 21).

Supervising teachers from the Laboratory School began in the fall of 1957 to meet at the end of each quarter with cooperating teachers from the districts to cooperatively complete the evaluation forms for student teachers with whom they had both worked. This helped to establish a more uniform interpretation by both groups, and it was a learning experience for those involved. The process became too demanding, however; and the teachers completed the forms independently after the spring of 1959 (Shaw, 1962, p. 21).

Participants in the elementary education program recognized a need for printed guides to benefit both the supervising teachers and the student teachers. Visiting professors taught Summer School classes in the supervision of student teachers, and they also made contributions toward the development of the desired guides.

Lois Blair came in 1957 from State College, Indiana, Pennsylvania. The workshop which she directed was in cooperation with the Association for Student Teaching, and the participants compiled material to guide student teachers and supervising teachers, (Utah State University Summer Bulletin, 1957, p. 34; Shaw, 1962, p. 20). Esther Schroeder from Western Michigan University followed in 1958 (Utah State University Summer Bulletin, 1958, p. 50). Both have been nationally prominent in the Association for Student Teaching (Shaw, 1962, p. 21).

The guides have been improved regularly, and the 1964-65 issue (Appendix, p. 182) contains a philosophy of student teaching, lists of responsibilities for all participating parties, special guides for cooperating teachers and student teachers, an outline for the gradual changing of roles between the supervising teachers and student teachers and helps for lesson planning.

Personal information cards supplying biographical sketches and pictures of student teachers began in the fall of 1946. More complete forms were begun in 1956-57 (Appendix, p. 172), and there has been continual revision. They have been filled in by the prospective student teachers and delivered to the supervising teachers before the arrival of the student teachers.

Student teachers have often assembled in motivational and problem solving workshops at the completion of a block. The workshops were

started soon after Mrs. Edith S. Shaw became the director of student teaching in 1957, and they have utilized the facilities of the Laboratory School (Shaw, 1962, p. 20).

Dinner meetings climaxed the years' experience in the springs of 1959, 1960 and 1961. The student teachers of the year functioned as the host group, supplied the program, helped to select the guest speaker and each paid up to five dollars toward the dinner; while the supervising and cooperating teachers were guests. Printed banquet programs indicate that the 1959 speaker was Dr. Jessie Mae Halsted from the University of Wyoming Laboratory School. Her topic was, "Some Problems Involved in Present Day Student Teaching Programs." Dr. Halsted was the immediate past president of the National Association for Student Teaching. Denver University's Dr. Phillip W. Perdew was selected in 1960 and spoke to the topic, "Becoming an Artist Teacher." Dr. Mildred Dawson came from the Sacramento State College in 1961, and her topic was related to language arts in the elementary school.

The banquet tables almost filled the University's Student Union ballroom. No other single activity has served so dramatically yet factually to unveil the vast scope of the University's elementary student teaching program or to establish unity and professional rapport among the participants. In spite of three very successful banquets, the administration of the College of Education reported that it could not continue to give financial support for this type of function; so this particular contribution has not been continued. Perhaps it will yet be given new live. However, the total program of student teaching has maintained its positive trend; and the Laboratory School continues to be the center for supporting activities.

The Laboratory School has also had teacher education functions other than student teaching (Burke, 1962, p. 2; Carlisle, 1963, p. 11). These have included observations of regular class activities, demonstrations of particular skills or methods by elementary students, short experiences with children before student teaching, presentations by the Laboratory School faculty members to education classes, research and dissemination of new concepts and methods to the elementary schools of Utah. In these lesser functions also, the School has followed the common pattern established in other laboratory schools in the United States (Association for Student Teaching, 1955, p. 20; Bradfield, 1955, p. 121).

The functions listed above have been attempted repeatedly since the beginning of the Whittier Training School. However, they have never flowered into mature, consistent activities. Student teaching, thus far, has been projected as the most prominent use for the School; and the demands of this program have caused other teacher education activities to be relegated to comparatively insignificant or sporadic efforts (Bagley, 1962, p. 5, 6). The difficulty of using the Whittier for hour long experiences was accentuated because it was six blocks from the Main Building on the campus. The Edith Bowen Laboratory School was built on the campus in 1957, elementary education classes have been held in the same building, and the role of the School is changing.

Quiet observation of classes has been the most common activity at the Laboratory School other than student teaching. It has been used for small amounts of observation by students from various education classes since the early years of the Whittier Training School. Observers would usually visit as individuals or in small groups (Taylor, 1963, p. 5), but whole classes have stood around the walls of the Whittier's small

rooms to study the proceedings (Nicholes, 1962, p. 9; Parkinson, 1962, p. 4).

Students have been encouraged to observe more since the School was established on campus, and the volume has grown considerably. Visitors slipped in and out quite freely during the first years of the Bowen School (Jacobsen, G., 1926, p. 2), but the natural interest in the activity combined with the more deliberate requirements for it by instructors in education classes have necessitated formal scheduling through the office (Pedersen, 1963, p. 6; Taylor, 1963, p. 5).

Observing in recent years has been scheduled during the first two weeks of each block when the student teachers were also observing or working in a supporting role. Observers continue to appear in small and large groups; but with the large classrooms in the new School, at least twenty can be comfortably seated without crowding the elementary children (Pedersen, 1963, p. 6). University students can often be seen observing the children on the playground.

Two potentially valuable innovations for observing classroom activity were built into the new school, but neither has been utilized to a significant extent. Observation booths with one way vision windows and sound receiving sets were placed next to the kindergarten and first grade rooms. The windows are excellent, but the sound reception is poor. They are valuable facilities, but there has not been sufficient deliberate planning for their proper use.

The second innovation has been closed circuit television from the elementary classrooms to a large viewing screen in the auditorium. The possible values of this equipment to teacher education are limited only by the scope of one's imagination; but again, its application has been

extremely meager. Viewing is very limited, because the present camera does not permit wide angle coverage. Additional equipment will be required before an adequate program can be developed.

Some Laboratory School teachers have attempted to familiarize themselves with the operation of the television system. However, the precision equipment and the time factor demand the services of a trained technician who would be available when needed. The most prominent application to date has been the viewing of some educational programs, the inauguration of President John F. Kennedy, the inauguration of President Lyndon B. Johnson and the space travel by our nation's astronauts. These programs have been broadcast from the stations in Salt Lake City. The experiences have been helpful to the elementary children, but the potential value of this approach to teacher education in the Laboratory School has not been realized (Taylor, 1963, p. 6).

University students have not been the only observers in the Laboratory School. Since its founding, educators from other elementary schools have often taken opportunities to become acquainted with the Laboratory School's program (Parkinson, 1962, p. 4). Parents too have participated as observers of School activities (Taylor, 1963, p. 5, 6).

Demonstrations of academic or fine arts skills and methods by the elementary children under the direction of the supervising teachers at the Whittier were primarily given to the class which was held at the School for the student teachers. This function has also expanded since the Laboratory School has been on campus. The elementary students have often moved into the multipurpose room or auditorium to demonstrate their work in physical education, dramatic presentations, music, social studies and other areas for student teachers in special workshops, for

curriculum classes or specialized methods classes. It has been fairly common for whole University classes to move into the spacious rooms in the children's wing of the building to study demonstrations by teachers conducting individual and group work in the regular classroom atmosphere.

Presentations by Laboratory School teachers to education classes have followed the same pattern as the demonstrations, wherein the activity has increased considerably since the opening of the Edith Bowen School (Pugmire, 1962, p. 4).

Active experiences with children prior to student teaching were rare at the Whittier School. Physical education classes at the University took advantage of the opportunity to carry out short activities of this nature, but they didn't do it as a regular practice (Bagley, 1962, p. 5; Nicholes, 1962, p. 9).

The convenience of having the elementary classes and those of the University in the same building on campus has had its affect in this function as it has in the others. Students taking such methods classes as art, music, physical education, reading and science have prepared and presented lessons which have required one or two periods in the classrooms of the Edith Bowen Laboratory School. The volume of this activity in teacher education at the University has increased (Taylor, 1963, p. 5), but it is still sporadic. On occasions, the children have moved to the University wing of the building to participate in phases of methods courses.

Experimentation and research have been highly respected by the personnel at the Laboratory School. The nation was vibrant with new ideas about education when the Laboratory School was started, and the founders were similarly fervent in their investigation of new concepts

and experimentation with new methods (Shaw, 1962, p. 11, 12). The teachers have not only had freedom to explore, they have been encouraged to do so. The point of view has been one of looking forward, and the School has been among those finding desirable paths into new frontiers. Programs have been developed to test emerging philosophical concepts and to creatively solve the problems of the School or a particular class (Robertson, 1962, p. 3, 5; Taylor, 1963, p. 4, 7, 9). Typical of most endeavors toward progress, the efforts of this School have not escaped the concerns and even vigorously negative reactions from some of its observers and patrons (Bowen, 1962, p. 6, 13, 17; Robertson, 1962, p. 4).

In spite of the glowing reports from former personnel and friends of the School about its experimentation and progressive leadership, a knell must be tolled pertaining to these achievements. The keeping of records about such activities has been tragically weak from the beginning to the present. There has never been a continuing policy to record, file or disseminate objective or subjective plans, reports or even lists of experiments or special projects carried out at the School (Bowen, 1962, p. 4; Shaw, 1962, p. 12). Except for a few instances, knowledge of such activities has been limited to the person doing the work, the faculty, student teachers, occasional observers or other directly interested parties (Parkinson, 1962, p. 9, 10). Some of the contributions have spread from the School when faculty members have contributed to the writing of Utah State curriculum guides, a few articles in the U.E.A. Review and the booklet, Educative Elements in the Environment of the School Child of Utah (Bowen, 1962, p. 5, 7). But these have been meager in comparison to what could have been recorded and published.

The limited use of the results of experimentation and the lack of recognition for that which has been recorded have been discouraging factors (Taylor, 1963, p. 7).

Many research studies have been conducted in the Laboratory School by individuals working on Masters' Degrees. These have, of course, been recorded and are on file in the University Library and the Office of the College of Graduate Studies. Some minor studies by University personnel other than those at the Laboratory School have been conducted, but this has not been a common practice (Carlisle, 1963, p. 11; McClellan, 1962, p. 7). The science education program was enlarged by the College of Education in 1959, and federal money was used in it to carry out a formal research project which utilized the Laboratory School during the summer of 1963.

There have been some deliberate efforts other than these noted above or in the regular campus classes to disseminate improved concepts and practices beyond the Laboratory School to inservice teachers. The major effort has been through extension classes (Carlisle, 1963, p. 12) which have been taught for the most part in the northern half of Utah, southeastern Idaho, southwestern Wyoming and northeastern Nevada. The classes have usually been taught by faculty members other than the teachers in the Laboratory School. Members of the faculty who have completed their Masters' Degrees have taught a number of extension and summer school courses since the School was moved to the campus in 1957 (Pedersen, 1963, p. 5). However, there has been little coordination or interpretation of philosophy, method or projects between the Laboratory School teachers and the regular teachers of University classes during the last eight years (Shaw, 1962, p. 20).

Workshops of one or two days' duration have become increasingly popular for inservice teachers, and the Edith Bowen staff have increased their activity as directors or participants. This has been particularly so with modern mathematics. Television programs about science and modern mathematics have also been produced by faculty members of the School since 1961 when the School adopted the new program. The administration has furnished a great deal of transportation to professional activities of this type during very recent years.

The role of the Laboratory School in elementary teacher education at the University has been expressed through its many functions considered in this section. The offerings to students at the University have been enhanced because of continued support of the teacher education program by the Laboratory School personnel, improved facilities and their accessibility as a result of being on campus. These factors have also caused a gradual change in the role of the Laboratory School.

Summer demonstration schools

The University administration's decision to sponsor an expanded Summer School beginning in 1924 has had lasting effects. The announcement in that year's Bulletin stated:

> The Utah Agricultural College, will conduct a National Summer School at Logan, Cache Valley, Utah, this summer, beginning June 9. This summer session will be national, not only in that it will draw students from all over the nation, but also because the College has secured as a special teaching faculty, a group of leading educators of the United States and England. (Utah State University Summer Bulletin, 1924, p. 7)

The teacher education program in the first National Summer School was supported by the services of the resident faculty plus such nationally known educators as Raymond Franzen, Professor of Education and Psychology at the University of California, Edward Lee Thorndike, Professor

of Educational Psychology at Columbia University, and Elga M. Shearer, Primary Supervisor in Long Beach, California (Utah State University Summer Bulletin, 1924, p. 3). Summer School Bulletins show that visiting professors of this quality have continued to appear in successive Summer Schools.

The stimulating announcements about prominent visiting professors and the continuously upgraded State certification requirements resulted in large teacher enrollments during the summer. The leaders of the first National Summer School reported the offerings and requirements in elementary education as follows:

> IT IS POSSIBLE TO MEET THE REQUIREMENTS FOR UTAH STATE CERTIFICATION BY ATTENDING THE UTAH AGRICULTURAL COLLEGE SUMMER SCHOOL. ELEMENTARY SCHOOL--
>
> DIPLOMA OF GRAMMAR GRADE. Valid for life. Granted to an applicant who has taught successfully at least five years, two of which have been in Utah and has completed four years of approved high school work and two years of approved normal or college work. The normal or college work must include six quarter hours in physical and health education, nine hours in English, and twenty-seven hours in psychology and professional educational subjects.
>
> FIRST CLASS CERTIFICATE. Valid for five years. Granted to an applicant who has taught successfully in Utah for two years and has completed a four year high school course or its equivalent and fifty-two and one-half quarter hours of approved normal or college work, including fifteen hours in educational subjects, among which psychology, principles of education, and health education are prescribed.
>
> The first class certificate, upon expiration, is subject to one year extensions, providing the holder completes seven and one-half quarter hours of approved college work for each extension. The college credit must have been received since the issuance of the last certificate held.
>
> SECOND CLASS CERTIFICATE. Valid for two years. Granted without examination to an applicant who has completed four years of high school work, and one year of normal or college work, including English composition, psychology, principles of education, practice teaching, and health education. This certificate is granted on examination to an applicant who has completed four years of high school work and two years of normal or college work, not including the subjects required for a first class certificate. The validity

> of the second class certificate may be extended from year to year on nine quarter hours of college credit, secured since the issuance of the last certificate. (Utah State University Summer Bulletin, 1924, p. 15)

A pioneering contribution to teacher education on the Logan campus was the first elementary Observation School which was organized the summer of 1924. They have been listed as Demonstration Schools since 1936 (Utah State University Summer Bulletin, 1936, p. 17). The first description was printed in 1924 as follows:

> Primary Observation School. Course 71, Principles of Education, which was taught by Elga M. Shearer, is to be enriched by the organization of a demonstration school where the principles of theory will be worked out in practice in the first grade. Purposeful, spontaneous activity on the part of the children requires strong leadership, organization and vision, vision to see education as growth, the gradual unfoldment and development of the child's native capacity, organization that permits freedom for the instinctive nature to manifest itself and leadership that arranges situations that will promote the growth of desirable habits. (Utah State University Summer Bulletin, 1924, p. 36)

Some interesting observations about the summer elementary classes can be made by studying Table 3 on page 37. The classes have been used for observation, demonstration, student teaching and experimentation. All of these have been experienced in the same class during some summers, whereas the purposes during other years have been limited to one or two of these functions. The schools have been organized as the elementary education personnel have felt the needs for such programs, and there have been periods of one to four years when no Schools were held. Only one or two classes were held at a time until the summer of 1957 when the Edith Bowen Laboratory School was completed on campus. Except for a few occasions, the classes have been scheduled in the mornings during the first sessions.

There have been three general periods of the Schools. The first was before 1928, the second was during the years of the Whittier Training

School, and the third has been since the Laboratory School was established on campus.

The Whittier building was the home of the Schools during the first period from 1924 to 1927, and the regular city teachers assigned to that School were also the supervising teachers for the special summer sessions (Table 3, p.37). The student teachers were required to prepare the physical arrangements in the classrooms. They also planned and carried out the total programs under the guidance of the supervising teachers (Shaw, 1962, p. 2).

The Whittier served as the Laboratory School from 1928 to the spring of 1957. During those years, the classes were organized under the direction of the supervisor of elementary teacher training. There was no particular pattern for the selection of teachers. However, they were hired quite proportionately from among the regular Laboratory School faculty, former Laboratory School teachers and Logan City Schools' personnel. A publishing house representative taught a special reading demonstration class on at least one occasion, the summer of 1953.

In such years as 1936, 1944 and 1945, very close coordination was experienced between the Demonstration School teachers and visiting professors who taught education classes. They developed their purposes and plans cooperatively to the benefit of all concerned (Adams, 1964, p. 1). Other classes have been set up especially for student teaching and general observation and demonstration (Table 3, p.37). It has been difficult to ascertain all of the years when student teaching was allowed; because no general records have been kept, the Summer Bulletins have not always contained complete explanations, and not all of the personnel could be contacted.

Table 3. Summer demonstration schools.[a]

Summer	Session	Place held	Time	Fee	Grades	Purpose	Personnel	Regular employment
1924	First	Whittier		None	Primary	Student Teaching #42 Observation for #71	Super., David Wooten Teach., Desy A. Johnson	Principal, Whittier School, Logan Primary teacher, Whittier School, Logan
1925	Second	"		"	Primary	Observation	Teach., Desy A. Johnson	Primary teacher, Whittier School, Logan
					Intermediate	"	" Mrs. D.S. Jennings	Intermediate teacher, Whittier School, Logan
1926	First	"		"		"	Super., Orson Ryan	Superintendent, Logan City Schools
1927	First	"		"	Primary	"	Teach., Desy A. Johnson	Primary teacher, Whittier School, Logan
1928				"		"	Frances Barber	Supervisor of Normal Training, U.A.C., Logan
1929				"		"	" "	Supervisor of Normal Training, U.A.C., Logan
1930				"	Primary	"	" "	Supervisor of Normal Training, U.A.C., Logan
							Teach., Florence Anderson	First grade teacher, Whittier Training School
1931			1:30-3:30	"	Primary	"	Frances Barber	Supervisor of Normal Training, U.A.C., Logan
							Florence A. Felt	Former first grade teacher, Whittier Training School
1932	No School listed							
1933	" "	"						
1934	" "	"						
1935	" "	"						
1936	First	Engineering basement (Now Education)	½ day	"	1 - 7 Ungraded	Demonstration of mixed grades	Teach., Lorene K. Fox	Former third, fourth grade teacher, Whittier Training School
1937		" 101	8:30-11:30	"	Kindergarten	Demonstration	Teach., Emma Eccles Jones	Former kindergarten teacher, Whittier Training School

Table 3. Continued

Summer	Session	Place held	Time	Fee	Grades	Purpose	Personnel		Regular employment
1938		Engineering basement (Now Education) 101	8:00-11:00	None	Kindergarten	Demonstration		Edith Bowen	Supervisor of Elementary Teacher Training, U.S.A.C.
								Emma Eccles Jones	Former kindergarten teacher, Whittier Training School
1939	No School listed								
1940	" " "								
1941	" " "								
1942	Last of first		1:00-3:00	"	9 - 10 years	Demonstration, the arts in the classroom			
1943	Both		9:00-12:00	"	Primary Intermediate	Demonstration, modern concepts of education	Super.,	Edith S. Shaw	Kindergarten teacher, Whittier Training School
							Teach.,	Fern Nicholes	Second grade, art teacher, Whittier Training School
							Teach.,	Melba Glade	Third grade teacher, Whittier Training School
1944			9:00-11:00	"		Demonstration; Music, handicrafts, recreation	Super.,	Edith S. Shaw	Sixth grade teacher, Whittier Training School
					Primary		Teach.,	Fern Nicholes	Second grade, art teacher, Whittier Training School
					Intermediate		"	Alice Bawden	Third grade teacher, Whittier Training School
1945	First	Geology Museum S. wing, Main Bldg.	8:00-11:00	"		Demonstration. No student teachers	Super.,	Erma Bennett	Former fourth grade teacher, Whittier Training School
					Primary		Teach.,	Hazel Adams	Principal, Wilson School, Logan
					Intermediate		"	Mary McMillan	
1946	No School listed								
1947	" " "								
1948	First	Old Forestry Bldg.	1:00-3:00	"	Middle elem.	Demonstration: Remedial reading	Teach.,	Pauline Miller	
1949	No School listed								

Table 3. Continued

Summer	Session	Place held	Time	Fee	Grades	Purpose	Personnel	Regular employment
1950	No School listed							
1951	First	Whittier	8:00-11:00	None	Kindergarten	Demonstration	Teach., LaRue Parkinson	Kindergarten teacher, Whittier Training School
1952	First	Whittier then Dairy Bldg.	8:00-11:00	"	Intermediate	Demonstration: Student teaching listed	Teach., Erma Bennett	Former fourth grade teacher, Whittier Training School
1953	First	Band room, N. end of main floor and basement, Main Bldg.	8:00-11:00	"	Kindergarten	" "	Teach., Lucille Burgoyne	Kindergarten teacher, Woodruff School, Logan
					Intermediate		" Joseph F. Hansen	Granite School District
1954	No School listed							
1955	First	Whittier	9:00-12:00	"	Intermediate	Demonstration	Teach., Mary Quayle	Sixth grade teacher, Ellis School, Logan
	Second	Bonneville School (Now Co-op. House)		"	Ungraded	Mentally retarded	" Phyllis Publicover	Bonneville School for retarded, U.S.U.
1956								
1957	First	Edith Bowen Lab. Sch.	9:00-12:00	"		Demonstration	Princ., Dr. Gene S. Jacobsen	Principal, Edith Bowen Laboratory School
					Kindergarten		Teach., Alice Olsen	Kindergarten teacher, Edith Bowen Laboratory School
					Primary		" Francine Wiggins	Second grade Teacher, Edith Bowen Laboratory School
					Intermediate		" Clair Morris	Principal, Parowan Elementary, Parowan, Utah
	Second	" " " " " "			Ungraded	Mentally retarded	" Phyllis Publicover	University of Kansas City, Missouri
1958	First	" " " " " "				Demonstration	Princ., Dr. Gene S. Jacobsen	Principal, Edith Bowen Laboratory School
					Kindergarten		Teach., Alice Olsen	Kindergarten teacher, Edith Bowen Laboratory School
					Primary		" Francine Wiggins	Second grade teacher, Edith Bowen Laboratory School
					Intermediate		" Evelyn Wiggins	Sixth grade teacher, Edith Bowen Laboratory School
	Second	" " " " " "			Ungraded	Mentally retarded	" Delilah Newell	MacMurray College, Jacksonville, Illinois
					Ungraded	Speech Correction	" Phyllis Publicover	University of Kansas City, Missouri

Table 3. Continued

Summer	Session	Place held	Time	Fee	Grades	Purpose	Personnel	Regular employment
1959	First	Edith Bowen Lab.Sch.	9:00-12:00	$5.00		Demonstration, observation and	Princ., Arthur D. Jackson	Principal, Edith Bowen Laboratory School
					Kindergarten	student teaching	Teach., Kathryn Salisbury	Kindergarten teacher, Adams School, Logan
					First-Second		" Veda Sorensen	Second grade teacher, Wilson School, Logan
					Third-Fourth		" Clair Morris	Principal, Parowan Elementary, Parowan, Utah
					Fifth-sixth		" Ivan Pedersen	Fourth grade teacher, Edith Bowen Laboratory School
	Second	" " " "	"	"	Intermediate		" Thomas A. Taylor	Fifth grade teacher, Edith Bowen Laboratory School
1960	First	" " " "	"	"		"	Princ., Arthur D. Jackson	Principal, Edith Bowen Laboratory School
					Kindergarten		Teach., Kathryn Salisbury	Kindergarten teacher, Adams School Logan
					First-second		" Angela Ellerbeck,	First grade teacher, Sterling Harris School, Tooele
					First		" Joan C. Bowden	First grade teacher, Roosevelt School, Pocatello
					Second		" Pat P. Berntson	Second grade teacher, Ellis School, Logan
					Third		" Ruth Johnson	First grade teacher, Bunderson School, Brigham
					Fourth		" Clair Morris	Principal, South Elementary School, Cedar City, Utah
					Fifth-sixth		" Ivan Pedersen	Fourth grade teacher, Edith Bowen Laboratory School
1961	First	" " " "	"	$10.00		"	Princ., Arthur D. Jackson	Principal, Edith Bowen Laboratory School
					Kindergarten		Teach., Kathryn Salisbury	Kindergarten teacher, Edith Bowen Laboratory School
					First		" Joan C. Bowden	First grade teacher, Edith Bowen Laboratory School
					Second		" Pat P. Berntson	Second grade teacher, Ellis School, Logan
					Third		" Helen J. Tanner	Third grade teacher, Edith Bowen Laboratory School
					Fourth		" Clair Morris	Principal, South Elementary School, Cedar City, Utah
					Fifth		" Ivan Pedersen	Fourth grade teacher, Edith Bowen Laboratory School
					Sixth		" R. Eyre Turner	Sixth grade teacher, Edith Bowen Laboratory School
			p.m.	"	Ungraded	Mentally retarded	" Reed C. Durham,Sr.	New Jersey Teachers College, E. Orange, N.J.

Table 3. Continued

Summer	Session	Place held	Time	Fee	Grades	Purpose	Personnel		Regular employment
1962	First	Edith Bowen Lab.Sch.	9:00-12:00	$10.00		Demonstration, observation and	Princ.,	Arthur D. Jackson	Principal, Edith Bowen Laboratory School
					Kindergarten	student teaching	Teach.,	Mary Barlow	Kindergarten teacher, Provo City Schools, Utah
					First		"	Joan C. Bowden	First grade teacher, Edith Bowen Laboratory School
					Second		"	Pat P. Berntson	Second grade teacher, Ellis School, Logan
					Third		"	Karren Kendrick	Third grade teacher, Lynn School, Ogden, Utah
					Fourth		"	Ivan Pedersen	Fourth grade teacher, Edith Bowen Laboratory School
					Fifth		"	Burdett Johnson	Sixth grade teacher, East Elementary, Cedar City, Utah
					Sixth		"	R. Eyre Turner	Sixth grade teacher, Edith Bowen Laboratory School
			p.m.	"	Ungraded	Mentally retarded	"	Reed C. Durham,Sr.	San Diego, California
1963	First	"	9:00-12:00	$12.50		Same as recent years	Princ.,	Arthur D. Jackson	Principal, Edith Bowen Laboratory School
					Kindergarten	Read. and arith. readiness	Teach.,	Kathryn Salisbury	Kindergarten teacher, Edith Bowen Laboratory School
					First	Read. and arith. readiness	"	Arlene Edwards	First grade teacher, Adams School Logan
					Second	Science research project	"	Barbara B. Howell	Second grade teacher, Edith Bowen Laboratory School
					Third	Music	"	Helen J. Tanner	Third grade teacher, Edith Bowen Laboratory School
					Fourth	Creativity-music and science	"	Ivan Pedersen	Fourth grade teacher, Edith Bowen Laboratory School
					Fifth-sixth and seventh	Democratic organization	"	R. Eyre Turner	Sixth grade teacher, Edith Bowen Laboratory School
					Ungraded	Remedial reading	"	Vilda Bartchi	Third grade teacher, River Heights School, Logan
	Second	"	"	"	"	Emotionally disturbed	"	Beverly Barton	Livonia City Schools, Livonia, Michigan
					"	Mentally retarded	"	Phyllis Publicover	Learning adjustment, Edith Bowen Laboratory School

Table 3. Continued

Summer	Session	Place held	Time	Fee	Grades	Purpose	Personnel	Regular employment
1964	First	Edith Bowen Lab.Sch.	9:00-12:00	$12.50		Same as recent years	Princ., Arthur D. Jackson	Principal, Edith Bowen Laboratory School
					Kindergarten	Read. and arith. readiness	Teach., Kathryn Salisbury	Kindergarten teacher, Edith Bowen Laboratory School
					First	Read. and arith. readiness	" Joan C. Bowden	First grade teacher, Edith Bowen Laboratory School
					Second	Art	" Barbara B. Howell	Second grade teacher, Edith Bowen Laboratory School
					Third	Creative writing	" Helen J. Tanner	Third grade teacher, Edith Bowen Laboratory School
					Fourth	Creative music, science and mod. math.	" Ivan Pedersen	Fourth grade teacher, Edith Bowen Laboratory School
					Fifth-sixth and seventh	Conservation	" R. Eyre Turner	Sixth grade teacher, Edith Bowen Laboratory School
					Ungraded	Remedial reading	" Vilda B. Tracy	Fifth-sixth grade teacher, Providence School, Utah
	Second	" " " "	"	"	Ungraded	Emotionally disturbed	" Phyllis Publicover	Learning adjustment, Edith Bowen Laboratory School
					Intermediate	Mentally retarded	" Leslie Laird	Special Education, Box Elder School District, Utah

[a]Information secured from Utah State University Summer Bulletins and personal interviews with Demonstration School Personnel.

The following announcement for 1943 was similar to others which appeared in the Bulletin during the years of the Whittier Training School:

> 175. Demonstration School and Workshop. The demonstration school will be conducted on two levels of advancement in the field of elementary education and will serve to illustrate the practical applications of modern concepts of education. Demonstration classes 9-12 daily. Shaw and Staff. (Utah State University Summer Bulletin, 1943, p. 18)

The teachers made attempts to hold the Schools in the Whittier, and this proved to be satisfactory when they were basically established to enable student teaching. However, it was never satisfactory for programs based on observation and demonstration because of the long distance from the campus (Shaw, 1962, p. 7). A class was started at the Whittier in 1952, but it was moved to the campus building which houses the dairy manufacturing plant when it became obvious that the University students would not travel six blocks down the hill to observe for short periods (Bennett, 1962, p. 10).

Classroom space on campus was undoubtedly at a premium during the mornings of first sessions. Between this situation and the apparent low priority given to the Demonstration Schools, the classes were assigned to some novel facilities. Besides the one noted above, they included the engineering drawing room in 1936, the geology museum in 1945, the old Forestry Building in 1948 and the old band room in the north end of the Main Building in 1953. The regular furniture had to be pushed against the walls, and all of the required elementary equipment and materials were transported from the Whittier to the campus. The University maintenance personnel were helpful in making such moves, (Nicholes, 1962, p. 10).

Children of those attending Summer School and from the local communities attended the Demonstration Schools. None were charged registration fees during the years of the Whittier Training School (Shaw, 1962, p. 20).

The motivation and value realized in teacher education from having a Department of Education controlled elementary school on the campus are evident in the case of the summer Demonstration Schools.

The principals of the Edith Bowen Laboratory School have had the direct responsibility of organizing the number and types of classes desired to satisfy the needs of the Summer School programs in teacher education. The classes have been held from 9:00 a.m. to 12:00 noon during the first sessions since the summer of 1957. Three classes were held that year and the next, while four were organized in 1959. Five classes were started in 1960. However, a tragic automobile accident resulted in the death of the teacher who had a combination group of first and second graders; and the students were then reorganized into two separate classes. All seven of the regular classrooms were used in 1961, and they have continued to be so utilized for regular or special education classes since that summer (Table 3, p. 37).

Special education classes of various types have been held during the afternoons of second sessions. A few exceptions to this schedule are recorded in Table 3, p. 37.

The regular summer classes at the Edith Bowen Laboratory School have been of a general nature and organized to enable student teaching, observation and demonstration. These purposes have still been in affect during the summers since 1962; but beginning in that year, each class was deliberately planned to stress a particular area of the curriculum (Table 3,

p. 37). The 1963 second grade group participated during the full session in an extensive science research project which was made possible by a large federal grant to the science education department. An experimental atmosphere has been a common factor in the Schools, but the summer of 1963 was the only known time that a Demonstration School at the University has been used so extensively in a formal research program.

The Edith Bowen Laboratory School Teachers have been invited to teach the Demonstration School classes. That they have done so in the majority of the cases is shown in Table 3, p. 37. Some have chosen not to teach during the summers due to the demands of graduate study, assignments to teach classes of University students, travel opportunities or requirements of a personal nature. The development of enlarged Demonstration Schools has not only enhanced the teacher education offerings, it has broadened the opportunities for the Laboratory School personnel to participate in extended professional service.

The publishing of information in the Summer Bulletin about the Demonstration Schools has been haphazard at best. Standard information such as time, place or personnel has commonly been left out. Organizing supervisors have been listed, and teachers other than the regular Laboratory School supervising teachers have been included in the general Summer School list of visiting faculty members. No consistent effort has been made to similarly recognize the Demonstration School service of full time Laboratory School personnel. Incidents of this nature have repeatedly caused this group to recall that a person is honored except in his own house. It is encouraging to note that they were all listed in the 1964 Summer Bulletin.

Registration fees were not levied until 1959. The fee listed in the Bulletin for that year was five dollars per student. It was raised

to ten dollars per student in 1961 and to twelve dollars and fifty cents (Appendix, p. 182) in 1963. These funds have enabled the Schools to secure daily use of the University swimming pool, to be assured of adequate life guard services and other special services and materials which would not otherwise have been available.

The Demonstration School description published in the 1963 Bulletin was the most thorough of any printed to that date. It stated:

SPECIAL ACTIVITIES

Edith Bowen Demonstration School
June 10 - July 12
Arthur D. Jackson, Principal

A demonstration school will be conducted in the Edith Bowen Teacher Education Laboratory School daily 9-12 during the first summer session. Separate classes will be organized for kindergarten and grades one through six. There will also be a remedial reading class for students retarded two or more years in their reading ability. Children enrolled will participate in an enriched curriculum in all phases of the elementary school program.

University students enrolled in elementary methods courses at the University will have an opportunity to observe children and modern teaching methods. There will also be opportunity for a limited amount of student teaching.

Parents who desire to enroll their children in the school should send applications and the $12.50 tuition fee to Arthur D. Jackson, Principal, Edith Bowen Laboratory School, Utah State University, Logan. Children will be accepted in the order in which applications are received. Priority will be given to children of parents attending Summer School. (Utah State University Summer Bulletin, 1963, p. 28)

The efforts to produce Demonstration Schools which would supply the varied needs of summer teacher education programs have been challenging. Commendation is due those who pioneered the Schools under circumstances which would have had completely discouraging effects upon less valiant persons. The Schools have made the needed contributions, but it is unfortunate that complete reports are not available to unfold the story of each experience. Since the high quality Laboratory School

facilities have been established on campus, the Demonstration Schools have flowered far beyond the size of those which served during the earlier years; and the potential for future service as a teacher education function stimulates professional hope.

PERSONNEL

Administration and supervision

The personalities, philosophies, preparation and dedication of the personnel establish the tone and quality of a school. Facilities, equipment and supplies must not be discounted; but the people involved breathe life into the educative experience. The administrators enjoy a particularly strategic position in the establishment of policy and the direction of effort. The Utah State University Elementary Teacher Education Laboratory School has been the recipient of high quality contributions made by professional leaders who have guided the School to educational abundance.

The purpose of this section is to focus upon the particular contributions of each person who has had a direct administrative or supervisory responsibility for the Laboratory School. The people considered in this section are in the chronological order of their service. Information about their education and service is summarized in Table 4, page 49.

Dr. Arthur H. Saxer was dean of the School of General Science in 1921 when the Department of Education was created and placed under his administration (Table 4, p. 49). He secured his Bachelor of Science Degree at the Utah State University in 1910 and remained to teach physics. After advanced study which culminated with his Doctor of Philosophy Degree from the University of California, he returned to Utah State University to teach mathematics (Utah State University Catalog, 1922-23, p. 10).

Table 4. Administrative and supervisory personnel assigned to the Laboratory School[a]

Name	Total years at U.S.U.	Positions related to the Lab. School
Mr. Arthur H. Saxer	1921-32	Dean
Mr. Henry Peterson	1921-46	Head, Dept. of Educ.
Mr. Charles E. McClellan	1921-45	Direct., Teach. Educ. and princ.
Miss Frances Barber	1928-31	Super., Normal Train. and Whittier School
Mrs. Addie L. Swapp	1928-40	Asst. Princ. and act. super. of Norm. Train.
Mr. Ernest A. Jacobsen	1929-55	Dean
Miss Edith Bowen	1922-25 1932-48	Super., Norm. Train., Elem. Educ. and the Whittier School
Mr. Francis J. Holyoak	1935-37	Asst. Princ.
Mr. John C. Carlisle	1937-	Head, Elem. Educ., princ. and dean
Mr. Dean C. Christensen	1938-41	Asst. princ.
Mrs. Edith S. Shaw	1935-38 1942-	Asst. princ., princ. and dir. of st. teach.
Mr. Caseel D. Burke	1949-61	Head, Elem. Educ. and dir. of teach. educ.
Mrs. Fern S. Nicholes	1936-55	Act. principal and dir. of st. teach.
Mr. Gene S. Jacobsen	1957-64	Principal
Mr. Arthur D. Jackson	1958-	Princ., and act. head of elem. educ.
Mr. E. Malcom Allred	1961-	Act. head of Dept. of Elem. Educ.

[a]Information secured from individual biographical forms, personal interviews and Utah State University Catalogs.

[b]Advanced study but degree not completed.

Bachelors Degree		Masters Degree		Doctors Degree		To U.S.U. from
Utah State Univ.	- 1912	Univ. of Calif.	1912	Univ. of Calif.	1915	Grad. student, Univ. of Calif.
Brig. Young Univ.	- 1894	Harvard Univ.	1906	Harvard Univ.[b]	1907	Supt., Logan City Schools, Utah
Brig. Young Univ.	- 1914	Utah State Univ.	1923	Stanford Univ.[b]	1926	Supt., Rigby, Idaho
				Columbia Univ.[b]	1932	
Columbia Univ.	- 1928	Columbia Univ.	1932			Student, Columbia Univ.
Norm.-B.Y.Univ.						Princ., Ellis Elem., Logan, Utah
Columbia Univ.[b]	- 1928	Columbia Univ.[b]	1938			
Utah State Univ.	- 1933					
Brig. Young Univ.	- 1920	Brig. Young Univ.	1923	Univ. of Calif.[b]	1929	Grad. student, Univ. of Calif.
				Univ. of Oregon	1937	
Normal-B.Y.Col.	- 1906	Columbia Univ.	1932			Grad. student, Columbia Univ.
Adv. Norm.-B.Y.Col.	- 1911					
Columbia Univ.	- 1920					
Norm.-Albion,Ida.	- 1929	Ohio St. Univ.	1938			Elem. princ., Burley, Ida.
Utah State Univ.	- 1937					
Normal-B.Y.Col.	- 1922	Univ. of Calif.	1935	Univ. of Calif.	1938	Grad. student, Univ. of Calif.
Univ. of Utah	- 1926					
Normal-Snow Col.	- 1933	Utah State Univ.	1948	Univ. of Oregon	1957	Teacher, Ellis Elem., Logan, Utah
Utah State Univ.	- 1938					
Normal-U.S.Univ.	- 1925	Northwestern Univ.	1954			Princ., Ellis Elem., Logan, Utah (1935)
Utah State Univ.	- 1936					Supervisor of student teach., Ricks, Col., Rexburg, Idaho (1942)
Utah State Univ.	- 1939	Utah State Univ.	1948	Univ. of Calif.	1953	Teacher, Muir Elem., Alemeda, Calif.
						Grad. student, Univ. of Calif.
Brig. Young Univ.	- 1911	Columbia Univ.[b]	1936			Art Teacher, Eager, Arizona
		Brig. Young Univ.	1942			
Utah State Univ.	- 1949	Utah State Univ.	1954	Univ. of Calif.	1957	Grad. student, Univ. of Calif.
A.S.-Weber St.Col.	- 1943	Utah State Univ.	1949	Utah State Univ.[b]		Princ., Elem. Sch., Tooele, Utah
Colorado College	- 1944			Stanford Univ., Calif.[b]		
				Univ. of Texas[b]		
				Merrill-Palmer Inst., Mich.[b]		
S. Ida. Col. of Educ. at Albion, Idaho	- 1948	Univ. of Idaho	1952	Colo. State Col.	1961	Grad. student, Colo. State College

Dean Saxer had no background in teacher education and did not play a strong role in establishing the philosophy which has prevailed in teacher education on this campus. However, he was a man of sterling character and a productive leader (Jacobsen, E. A., 1962, p. 2). He was responsible for issuing the assignment to Professor C. E. McClellan to organize the Whittier Training School (McClellan, 1962, p. 1), and he labored cooperatively with the members of the Education Department to improve the teacher education program (Logan City Board of Education, 1930, April 21) until his untimely death in 1932.

Professor Henry Peterson was chosen to organize and nurture the Education Department through its infancy (McClellan, 1962, p. 2). He had had experience in education as a teacher and an administrator in Utah. He had completed his Bachelor of Arts Degree at Brigham Young University, the Bachelor of Philosophy at Chicago University and the Master of Arts at Harvard University before leaving his position as the superintendent of Logan City Schools to become the first head of the Education Department in 1921 (Utah State University Catalog, 1922-23, p. 14).

Professor Peterson, in a sense, exemplified the so-called philosophy of child-centered education (Thesis p. 8) which has continued to be a basic tenet in elementary education on this campus (Carlisle, 1963, p. 7). He began as a professor of education and pedagogy, but he made a definite move in 1923 toward psychology (Utah State University Catalog, 1922-23, p. 14; 1923-24, p. 14) in which he served until his retirement (Jacobsen, E. A., 1962, p. 3). Henry Peterson's presence was the reason for C. E. McClellan's decision to do graduate study at this campus. He was also the one who opened the way for Professor McClellan to join the

faculty (McClellan, 1962, p. 1-2).

The person who must be recognized as the father of elementary education at the Utah State University is Professor Charles E. McClellan. It is shown in the following paragraphs that the Elementary program and the Laboratory School were both established under the leadership of Professor McClellan. Others have built upon that foundation.

Professor McClellan secured his training in professional education at the Brigham Young University and had had experience as a teacher and administrator before moving to Logan to do graduate studies under the direction of Professor Henry Peterson in 1921, the first year of the Education Department. He began that year to teach education classes and to specialize in elementary education (McClellan, 1962, p. 1, 1a). His Master of Arts Degree was completed at the Utah State University in 1923 (Utah State University Catalog, 1923-24, p. 23). During his earlier professional experiences, he had formulated ideas favoring the philosophy of John Dewey. His later studies at Stanford and Columbia Universities substantiated his previous point of view. (Carlisle, 1963, p. 1).

The point of view at the Laboratory School was established by its original faculty members who were deliberately selected by Professor McClellan because of their genuine interest in children (Carlisle, 1963, p. 3; Swapp, 1962, p. 13). He not only selected the first faculty, he was responsible for the selection of other personnel during the first ten years of the School (McClellan, 1962, p. 6). Established simultaneously with this attitude toward the education of children were the freedom, desire and encouragement to experiment with new concepts and methods (Felt, 1962, p. 1).

Interviews conducted with personnel have indicated that the strange uncertainty about responsibility and authority which has concerned the administration within the Elementary Education Department through the years was also experienced in the Laboratory School (Burke, 1962, p. 8; McClellan, 1962, p. 4; Swapp, 1962, p. 2-3). However, cross checking of sources has verified that Professor McClellan was nominally the principal from the first as well as being the director of teacher training (McClellan, 1962, p. 3, 4; Jacobsen, E. A., 1962, p. 2). Mrs. Addie L. Swapp started as assistant principal to care for the immediate needs of the teachers and children (Felt, 1962, p. 3, 6; Logan City Parents' and Teachers' Association Council Minutes, 1928, October 26), and Miss Frances Barber worked directly with the education students as supervisor of normal training (Utah State University Catalog, 1929-30, p. 24).

President E. G. Peterson affirmed Professor McClellan's appointment as principal in 1936 (McClellan, 1962, p. 4a). In this capacity, he attended faculty meetings at the Laboratory School when he could (Felt, 1962, p. 3; Fox, 1962, p. 2) and served as a main contact between the School and the University proper until he was assigned to secondary education in 1938 (Felt, 1962, p. 3; McClellan, 1962, p. 4a-4b). The recurring effects of Charles E. McClellan's vision and meticulous selection of personnel have been professionally stimulating to those who have since taught at the Laboratory School (Jacobsen, E. A., 1962, p. 2; Swapp, 1962, p. 13).

Mrs. Adeline (Addie) L. Swapp guided the original faculty at the Laboratory School with creative leadership. She not only taught the second grade but served at the School as assistant principal or head

teacher (McClellan, 1962, p. 3).

Mrs. Swapp had pioneered the beginnings of the Ellis Elementary School in the northeast section of Logan. While there, she was contacted by Professors Henry Peterson and Charles E. McClellan and invited to assume a leading role at the Laboratory School (Shaw, 1962, p. 3; Swapp, 1962, p. 2). Her interest in the modern trends in childhood education and the new challenge of serving at the Laboratory School motivated her to spend that summer in study at Columbia University. Imbued with the concepts of Dr. John Dewey, as they were interpreted to her by Dr. William Kilpatrick, she returned to Logan in time to search out equipment and materials which would enable the Laboratory School to begin. She worked closely with the other personnel to launch the School in an atmosphere related to her recent studies in spite of the humble physical facilities (Swapp, 1962, p. 1, 2).

Mrs. Swapp's background in child development and her approach to childhood education were in close harmony with the philosophies of her colleagues, C. E. McClellan and Frances Barber (Carlisle, 1963, p. 3; Shaw, 1962, p. 3). Her assignment as assistant principal was not clearly defined (Swapp, 1962, p. 2); but she received the attendance reports and requests for materials from the other teachers (Felt, 1962, p. 6; Swapp, 1962, p. 2), conducted part of the faculty meetings (Felt, 1962, p. 3), worked closely with the Women's Faculty League and the Parents' and Teachers' Association to make improvements at the School (Swapp, 1962, p. 3) and was recognized as principal by the Parents' and Teachers' Association (Logan City Parents' and Teachers' Association Council Minutes, 1928, October 26).

Mrs. Swapp served as assistant principal for the first two years, 1928-30 (Logan City Parents' and Teachers' Association Council Minutes, 1928, October 28; 1929, September 26). Miss Barber was given more direct responsibility at the School during 1930-31 (Utah State University Catalog, 1930-31, p. 13), but she left at the end of that year. Mrs. Swapp returned to the position of assistant principal and also became the acting supervisor of normal training for the 1931-32 school year and part of the next until Miss Edith Bowen accepted the positions (Swapp, 1962, p. 5).

The experience at the Ellis School prepared Mrs. Swapp well for the challenges which faced her at the Laboratory School. She proved to be a pioneer in educational thought and practices (Fox, 1962, p. 1), and she was often invited to speak to groups interested in child guidance Logan City Parents' and Teachers' Association Council Minutes, 1935, November 25). She was a community leader in efforts to secure quality reading materials for children (Logan City Parents' and Teachers' Association Council Minutes, 1924, December 5), and she worked with the Women's Faculty League at the University and patrons of the Laboratory School to begin a library during that first year of 1928 (Logan City Parents' and Teachers' Association Council Scrapbook, 1928, October 30; Swapp, 1962, p. 3). The traditional Hallowe'en Festival, Christmas Cantata and Spring Festival were all begun during those first years when she held a position of leadership (Logan City Parents' and Teachers' Association Council Scrapbook, 1939, October 27; Swapp, 1962, p. 10). She exemplified a capacity to counsel with student teachers while serving for a year and part of the next as acting supervisor of normal training (Garff, 1962, p. 3).

Mrs. Swapp had served in the Laboratory School with creative devotion in each of her assignments before she returned to Columbia University to do graduate work for the year of 1937-38. Special cultural programs (Thesis, p. 114) which were developed under the guidance of Mrs. Addie Swapp have continued as highlights of each school year for the students, parents and faculty members who have been affiliated with the Laboratory School.

Miss Frances Barber was named supervisor of normal training in 1928, the same year that the Laboratory School was started. She had taught in teacher education at the Brigham Young College in Logan and Weber College in Ogden. Her Bachelor of Science Degree was secured at Columbia University in 1928 (Utah State University Catalog, 1929-30, p. 24). She arrived on the Utah State University campus with a strong background in the child-centered philosophy of education as those previously mentioned had done (Robertson, 1962, p. 2).

Miss Barber did not begin her service with direct authority at the Whittier School. However, she had helped to select some of the new texts and materials which were secured that first year; and she worked very closely with the personnel (Felt, 1962, p. 2). Her mornings were spent on the campus, but she would be at the Whittier in the afternoons to observe student teachers and coordinate the program with the supervising teachers. In this relationship, Miss Barber motivated the Whittier teachers to explore new trends in education and helped to develop an atmosphere of freedom and inquisitiveness in which they were urged to experiment with new methods (Felt, 1962, p. 1, 6, 7; Jacobsen, E. A., 1962, p. 2). She was often in their faculty meetings those first two years and played a valuable role in the communications between the

Whittier School and the campus personnel because of her regular and close interaction with each group (Felt, 1962, p. 3).

Miss Barber accepted the full responsibilities which Mrs. Swapp had carried at the Whittier along with her regular assignment as supervisor of normal training in 1930 (Logan City Parents' and Teachers' Association Council Minutes, 1930, List of Officers; Utah State University Catalog, 1930-31, p. 13). Visitors were highly impressed with the friendly informality with which she carried out the responsibilities of her position (Fox, 1962, p. 1).

Miss Marie Barber, a sister to Frances, explained that the professional load was more than Miss Frances Barber's health could bear; so after that one pressured year, she resigned and returned to Columbia University where she completed her Master of Arts Degree. Her total service of only three years was short, but she had united wholeheartedly with her associates at the Laboratory School to establish the positive attitude toward children which has continued (Jacobsen, E. A., 1962, p. 2).

The next two people who moved into administrative and supervisory positions, Dr. E. A. Jacobsen and Miss Edith Bowen, remained in service until retirement age.

Dr. Ernest A. Jacobsen began his employment at Utah State University in 1929 (Utah State University Board of Trustees Minutes, 1929, p. 169). He had studied at the Brigham Young University to secure his Bachelor of Arts and Master of Arts Degrees, experienced the work of a teacher and administrator and traveled to the University of California where he studied toward his terminal degree. Before completing it, he accepted the position at Utah State University as previously noted

in this paragraph (Jacobsen, E. A., 1962, p. 1; Utah State University Catalog, 1929-30, p. 18). He continued to be employed at the University and was named head of the Department of Education in the fall of 1931 (Utah State University Board of Trustees Minutes, 1931, p. 234).

Dean A. H. Saxer died unexpectedly in the spring of 1932, and the Board of Trustees called Dr. Jacobsen to be acting dean of Education (Utah State University Board of Trustees Minutes, 1932, p. 253). That was the first time that Education had had a separate dean (Jacobsen, E. A., 1962, p. 3). Dr. Jacobsen became dean in 1934 (Utah State University Catalog, 1934-35, p. 15). As dean, he did not directly supervise the Laboratory School or elementary teacher education but left that work to C. E. McClellan and the new supervisor, Edith Bowen (Jacobsen, E. A., 1962, p. 4).

Even so, the names of the new Laboratory School personnel were cleared with Dean Jacobsen; and he made some of the selections himself (McClellan, 1962, p. 6). He made several contacts with the Logan City Board of Education in efforts to secure satisfactory agreements for the use of the Whittier (Logan City Board of Education Minutes, 1933, September 14; 1944, January 6; 1949, August 1), to secure physical repairs and improvements at the Whittier (Logan City Board of Education Minutes, 1935, September 20; 1943, July 22), to stimulate action toward a major remodeling project (Logan City Board of Education Minutes, 1941, June 20),to explore the proposed purchase of the Whittier building by the University (Logan City Board of Education Minutes, 1950, August 30) and to consider the proposed construction of a new Laboratory School building by the Logan City School District (Logan City Board of Education Minutes, 1952, March 18). He made other contacts with the Board

of Trustees urging the construction of a University owned Laboratory School building on the land just south of the Logan City Cemetary (Utah State University Board of Trustees Minutes, 1954, p. 95). This proposal was well on its way to reality when he retired from his position as dean in 1955 (Utah State University Board of Trustees Minutes, 1955, p. 174).

Dr. Jacobsen had achieved a deep conviction affirming the value and dignity of the individual. He expressed it verbally at an open meeting of the citizens of Logan when he said: "In recent educational concepts, there has been a shift from an adult-centered philosophy of teaching to a child-centered viewpoint." He concluded by stating: "The child's life is full and rich within its own circle; childhood is complete within itself. The child sould be educated for his own present day experiences." (Logan City Parents' and Teachers' Association Council Scrapbook, 1939, April 14). This concept was expressed in action during his many years as dean by his support of the philosophy and program at the Laboratory School.

Miss Edith Bowen achieved in the area to which she was particularly devoted, the supervision and improvement of elementary teacher education within the framework of a child-centered philosophy. This is made evident in the paragraphs which follow.

Miss Bowen secured a Normal Teaching Certificate and an Advanced Normal Diploma at the Brigham Young College in Logan. She improved and utilized her talents by teaching in the Logan City Schools, Brigham Young College Training School and early morning classes in primary methods at the Utah State University from 1922-23 to 1924-25 (Bowen, 1962, p. 1-2; Utah State University Catalog, 1922-23, p. 146). Her

Bachelor of Arts Degree was secured at Columbia University, and she attended summer schools at the University of Chicago and the University of California. After serving as Logan City's supervisor of primary grades, she arranged for a leave of absence and returned to Columbia University where she completed her Master of Arts Degree in 1932. She commented about this experience as follows:

> I got corroboration for many things that I believed in...
>
> We had lectures by Dr. [John] Dewey. He was often at the [Teachers] College. He hadn't been away from his position there very long...Dr. [William] Kilpatrick was the interpretor of Dewey's philosophy into practical terms that we could understand. I sat on the edge of my seat and licked in the truths that he taught us. And my experience has borne out that they were truths. Of course, Dr. Kilpatrick is known the world over for his sound principles of teaching. (Bowen, 1962, p. 2)

Miss Bowen wrote to the Logan City Board of Education in March of 1932 stating that she was completing her studies at Columbia University that year and would be ready to begin service with them again if they desired (Logan City Board of Education Minutes, 1932, March 21). It was a year of financial tragedy throughout the nation, and the Board was cutting salaries and employees rather than increasing them (Logan City Board of Education Minutes, 1932, March 25). Miss Bowen was informed by Superintendent Louis A. Peterson that they were forced to do away with her position because of poverty (Bowen, 1962, p. 2).

A fortunate coincidence occured in that C. E. McClellan and Frances Barber were also studying at Columbia University that year of 1931-32. Dean E. A. Jacobsen wrote to Professor McClellan in the spring asking if he, as principal of the Laboratory School, could endorse Miss Bowen as the new supervisor of teacher training and of the Laboratory School. Professor McClellan had associated with Miss Bowen in professional

activities for ten years and knew of her philosophy and supervisory abilities. His reply contained a full endorsement of the proposal, so Miss Bowen was given a contract to begin in the fall of 1932. She was not well when she returned to Logan, and Mrs. Swapp continued to serve for a few months until Miss Bowen could assume the load of her new positions at the University (McClellan, 1962, p. 3; Swapp, 1962, p. 5). Miss Bowen represented the leadership of the School as vice president in the Parents' and Teachers' Association from 1932-33 to 1945-46 (Logan City Parents' and Teachers' Association Council Minutes, 1932-33, Directory of Officers; 1945-46, Directory of Officers).

At least three teachers, Mr. Francis J. Holyoak, Mrs. Edith S. Shaw and Dr. Dean C. Christensen (Thesis, p. 61, 66, 64), had been assigned at different times to use part of their service loads as administrative assistants at the Whittier during the years of Miss Bowen's service. However, very little secretarial help was ever assigned to give resident service there during the years of the Whittier Training School (Humphrey, 1962, p. 8, 9). Perhaps this is part answer for the fact that extensive records were not kept. Heavy stress was not placed on such factors as reports, new facilities, limiting the number of students per classroom or salaries (Chase, 1963, p. 2; Humphrey, 1962, p. 2, 8).

Of course, facilities were improved to some extent. One of the cherished occasions was when the old schoolroom brown was gradually covered with bright, clean ivory paint. Spirits were lifted by the relatively radiant atmosphere. Electric lights, running water and other additions were secured over an extended period of time. Pictures and Indian pottery which Miss Bowen had purchased with School funds or donated herself still grace the halls and library of the Laboratory

School (Bowen, 1962, p. 8, 9; Thesis, p. 134).

Miss Bowen's great contribution was her implementation of the faculty's respect for childhood to the benefit of children, education students, faculty and community. She achieved because of her thorough understanding of the philosophy which was noted by Dean E. A. Jacobsen, her absolute devotion to children, her capacity to lead others to improve concepts and methods and her unwavering dedication to her chosen profession. In each of these, she was a strongly determined person (Fox, 1962, p. 1, 2; Robertson, 1962, p. 3, 4).

That you can't teach what you don't know is a common statement among educators. Miss Bowen built to great heights from the philosophical foundation already established at the Laboratory School, because she so thoroughly understood that philosphy and had unusual incite into its practical application (Robertson, 1962, p. 2). She sought out and studied under those who were quoted as the basic sources no matter what distances she had to travel to find them (Thesis, p. 58-59). Under her guidance, the Whittier itself became a spring from which flowed creative concepts and practices (Chase, 1963, p. 11; Gans, 1962, p. 1, 3). Mrs. Ellen Humphrey expressed it as follows:

> We have been touched by the great minds, and we were always proud when these teachers came back from Columbia and said, "O you lucky people to have the inspiration and guidance of such a perfect teacher as Edith Bowen, because she has all you need." And we loved her for it. It was wonderful. (Humphrey, 1962, p. 4)

Professionally, Miss Bowen was ahead of her time; and she continued to advance by uniting with the Whittier faculty to test forward looking ideas in action research projects (Castle, 1963, p. 1; Chase, 1963, p. 1). Dr. Wanda Robertson, one of the original faculty members who remained to teach under Miss Bowen's supervision, has stated:

> I recall so vividly that when Roma Gans and Jean Betsner (both of Columbia University) would speak of Edith Bowen, they would use such expressions as "all wool and a yard wide," and "Where would you ever find another person as great as Edith Bowen?" I'm quite sure that Edith Bowen suffered a great deal because she was so far ahead of her time. I'm equally sure that no matter how much many of us appreciate her, most of the people of this State don't have the slightest understanding of her great magnitude and the powerful person she was. Many people who have followed her in State leadership owe their inspiration and their understanding about good educational programs for children to Edith Bowen. (Robertson, 1962, p. 4-5)

Miss Bowen created a close but firm relationship with the children. She shared her pleasures and concerns with them and they in turn with her (Chase, 1963, p. 2; Fox, 1962, p. 8). She persevered to accomplish her dreams of quality literary (Logan City Parents' and Teachers' Association Council Minutes, 1925, November 13; 1941, April 2), social (Logan City Parents' and Teachers' Association Council Minutes, 1941, April 30; 1946, December 4), academic (Bowen, 1962, p. 15) and spiritual experiences for children. Each December before the Christmas Cantata, she visited each classroom and shared the pictures and story in Petersham's book, The Christ Child (Parkinson, 1962, p. 6).

It was a result of her efforts to supply desirable experiences for children while she was serving as primary supervisor in the Logan City Schools that the kindergarten was begun at the Whittier School before it became the Laboratory School (Bowen, 1962, p. 4).

The association with education students was one which she enjoyed and which gave her a continuing opportunity to interpret her approach to childhood education (Bowen, 1962, p. 13, 14).

Miss Bowen and members of the faculty shared a rich companionship in both social and professional activities. She often initiated recreational gatherings at her home or in beautiful Logan Canyon. She encouraged personal friendships between the faculty members and visiting

professors in similar functions which came to be a matter of course during the summers (Gans, 1962, p. 2; Robertson, 1962, p. 1).

The practice of counseling with the faculty before making decisions which would affect the School was habitual with Miss Bowen. She respected the ideas and feelings of colleagues and students (Fox, 1962, p. 9; Robertson, 1962, p. 2, 4).

> Few people knew how to work with a staff of teachers the way Edith Bowen did. She knew how to draw out the strength of every single teacher. We were perfectly free to experiment. She was there to guide us, more to listen really, and to support, maybe to inject a suggestion. But at no time did she impose an idea on a teacher. She knew how to free teachers just as she knew how to free children, and she knew that we couldn't free children unless we ourselves were free as teachers. This is where she was great. (Robertson, 1962, p. 5)

Miss Bowen completed her service at the Whittier School in 1946 when Mrs. Edith S. Shaw accepted the full responsibility. Miss Bowen continued to teach in Elementary Education for two years on a part time basis (Utah State University Board of Trustees Minutes, 1948, April 10, September 18). She was awarded an honorary doctor's degree in the spring of 1952 by the College of Southern Utah.

Other talented and dedicated educators had contributed to the program at the Laboratory School. However, in terms of her remarkable service, it seemed appropriate for the president of the University to recommend to the Board of Trustees that the new Elementary Teacher Education Laboratory School be named in honor of Miss Edith Bowen (Utah State University Board of Trustees, Minutes, 1956, p. 137).

Mr. Francis Holyoak joined the staff in 1935 as the fifth grade teacher and the first male supervising teacher to serve at the School. He secured his teaching certificate at the Albion (Idaho) Normal College and had been teaching principal in Declo and Burley, Idaho

(Holyoak, 1962, p. 3).

The combined load of supervising both teacher training and the Laboratory School was too much for one person, and Professor McClellan took the matter up with Dean E. A. Jacobsen. In the fall of 1936, Mr. Holyoak became the supervising teacher of the sixth grade and was appointed to be assistant principal. A letter dated April 28, 1936, from President Elmer G. Peterson to Professor McClellan stated:

> I am notifying Mr. Francis Holyoak of his appointment as assistant principal,...effective May 1.
>
> I have gone over this matter with Miss Bowen who expressed her enthusiastic endorsement of this reorganization, which will, as planned earlier, permit Miss Bowen to spend her entire time in supervision and teaching, as was planned when Miss Bowen was appointed. (McClellan, 1962, p. 4a)

This didn't work out satisfactorily as there was some difficulty in determining just where the lines of responsibility lay. Mr. Holyoak resigned from his position to pursue graduate studies at Ohio State University. He has continued his career as an educator in Salt Lake City and Ventura, California (Holyoak, 1962, p. 1; McClellan, 1962, p. 4).

Dr. Dean C. Christensen had taught in a Logan elementary school for three weeks of the 1938-39 school year when Dr. E. A. Jacobsen observed him in his classroom. Professor C. E. McClellan visited his home the next morning and invited him to join the faculty at the Whittier as assistant principal and sixth grade teacher. He was informed that Miss Edith Bowen, around whom the School had become a tradition, was to be considered the person in charge. However, he was to assist in the operation of the School in cooperation with Miss Bowen's wishes. He served in this position "for four years and enjoyed every minute of it."

(Christensen, 1962, p. 1)

Dr. Christensen was particularly active as director of the special cultural activities such as the Christmas Cantata and the Spring Festival. He also lead out in special efforts to improve the School grounds. During his service, the horse chestnut trees were planted along the sidewalks and an ice skating rink was developed on the playground during the winter. He was in harmony with the point of view and instructional approach which was typical at the Whittier.

Dr. Christensen secured his Bachelor of Science and Master of Science Degrees at the Utah State University. His Doctor of Education Degree was completed at the University of Oregon. He has had diversified experiences as a teacher and an administrator and now serves as the director of teacher education at the Brigham Young University (Christensen, 1962, p. 7, 8).

Dr. John C. Carlisle, the present dean of the College of Education, has not served at the Laboratory School itself, but he has had administrative or personal interest affiliations with the School since he first joined the University staff in 1937. The next year, Professor McClellan was assigned to full time work in secondary education; and Dr. Carlisle became the chairman of Elementary Education and nominal principal of the Laboratory School (McClellan, 1962, p. 9).

Dr. Carlisle began his studies in education at the Brigham Young College. He later attended the University of Utah for his Bachelor of Science Degree and the University of California for his two advanced degrees, receiving his Doctor of Education Degree in 1938. He had served as a teacher and an administrator before coming to the Utah State University (Carlisle, 1963, p. 14).

Dr. Carlisle's professional thinking is closely allied with the philosophical background of the Laboratory School (Carlisle, 1963, p. 1-4). His major contribution to the School has been similar to those of Professor C. E. McClellan and Dr. E. A. Jacobsen. Though he never served as a faculty member, he has consistently been involved in the hiring process; and those who have been invited to join the Laboratory School staff have generally held the concepts of a child-centered education and academic excellence in high regard (Carlisle, 1963, p. 3, 4).

Contributions to the physical improvement of the Whittier School were made by Dr. Carlisle while he was acting superintendent of Logan City Schools. During that period, the 1949 addition to the Whittier was planned and carried out (Logan City Board of Education Minutes, 1945, February 5; 1948, January 13). Having become dean of the College of Education in 1955 (Utah State University Board of Trustees Minutes, 1955, p. 41, 42), he had the privilege of overseeing the final plans and construction of the Edith Bowen Laboratory School on the campus proper.

The achievements in childhood education were maintained at the Whittier School under the skilled leadership of Mrs. Edith S. Shaw; but in addition, her personal drive, professional vision and creative ability in organizing programs have resulted in valuable structuring of the basic activities at the School and in student teaching. In this, she has made major contributions to Elementary Education at the Utah State University (Bagley, 1962, p. 6, 9; Clark, 1962, p. 3-4; Jacobsen, E. A., 1962, p. 10).

Mrs. Shaw was appointed principal of Logan's Ellis School when Mrs. Addie L. Swapp resigned to join the first faculty at the Whittier

Training School (Logan City Board of Education Minutes, 1928, August 3). She first accepted a teaching position at the Whittier in 1935 (Logan City Board of Education Minutes, 1935, May 15). After teaching in four of the seven grade levels at the Whittier School and also serving as assistant principal to Miss Bowen during the 1937-38 school year (McClellan, 1962, p. 4; Shaw, 1962, p. 21), she succeeded Miss Bowen as director of elementary student teaching and principal of the Whittier School in 1946 (Utah State University Catalog, 1946-47, p. 16). She continued in these positions until the spring of 1957, the first year of the Edith Bowen Laboratory School (Utah State University Catalog, 1957-58, p. 20). Since that time, she has been the director of elementary student teaching, and the principalship has been a separate position. Mrs. Shaw first studied elementary education at the Utah State University where she secured her Normal Certificate and where she later completed her Bachelor of Science Degree (Table 4, p. 49). While completing her Bachelor's Degree she took classes from many of the nation's prominent educators who taught at the Utah State University as faculty members of the annual National Summer School.

Mrs. Shaw was away from the Laboratory School from the 1938-39 school year through the year of 1941-42 (Table 5, p. 71). During that time, she was the supervisor of schools in Rexburg, Idaho and then the supervisor of student teaching at Ricks College in that same community. She spent one year of graduate study, 1941-42, at Northwestern University. Mrs. Shaw then returned to the Whittier School to teach. She was appointed principal of the Whittier School and had served for eight years when she took a year's leave of absence and completed her Master of Arts Degree at Northwestern University (Shaw, 1962, p. 2, 21).

As principal at the Whittier, Mrs. Shaw was notably fervent in her dedication to the general welfare of children and their academic excellence (Bagley, 1962, p. 6, 7; Taylor, 1963, p. 8). Each faculty member was expected to shoulder the responsibility for the keeping of attendance and other required records. Her firmness in leadership and professional dignity has been respected by her colleagues (Bagley, 1962, p. 9; Clark, 1962, p. 4). She was an on the job principal who counseled, planned and worked closely with the faculty to develop a full and harmonious program within an atmosphere of professional freedom (Clark, 1962, p. 3, 4; Wiggins, 1963, p. 2). Her respect for the ideas of the children in the School was exemplified by the custom of calling them together to discuss and help solve the problems and needs of the School (Pedersen, 1962, p. 8).

Mrs. Shaw's efforts in behalf of children have been varied. Early in her career, she succeeded in organizing supervised recreation at community playgrounds (Logan City Board of Education Minutes, 1935, March 21). The financial arrangements between the University and the Logan City Schools for physical improvements at the Whittier School were not satisfactorily defined (Logan City Board of Education Minutes, 1949, July 12 and August 1; Shaw, 1962, p. 5), but improvements were badly needed. Mrs. Shaw's persistent efforts resulted in successes ranging from minor repairs to the major addition in 1949 (Logan City Board of Education Minutes, 1947, June 10 and 1948, July 20). She was of course directly involved in establishing the educational atmosphere at the School through the selection and supervision of new personnel (Burke, 1962, p. 1).

Student teacher biographical forms, student teacher evaluation forms, guides for student teachers and supervising teachers, special workshops and dinners for student teachers, supervising and cooperating teachers have all had an effect upon the Laboratory School; and they have been developed since 1946 when Mrs. Shaw was appointed principal (Thesis, p. 24-26).

Dr. Caseel D. Burke's Bachelor of Science and Master of Science Degrees were both secured at the Utah State University. His degrees and experience were in secondary education. However, his Doctor of Education Degree from the University of California was in elementary education. He had enjoyed a close association with Dean E. A. Jacobsen while studying on this campus, and the dean invited him to become acting head of Elementary Education in the fall of 1949. In that capacity, he worked closely with the Laboratory School principals to select appropriate supervising teachers as vacancies appeared at the School (Burke, 1962, p. 1).

Dr. Burke's authority and relationship with the Laboratory School was not clearly defined (Burke, 1962, p. 8). This caused concerns which similar situations had previously engendered at the Laboratory School as noted in this chapter.

The oft anticipated opportunity of planning the new Laboratory School was given to Dr. Burke when he was named chairman of the planning committee shortly after the appropriation of funds by the Legislature in 1955 (Burke, 1962, p. 5). Extensive research was done, and he and the committee cooperated with the Laboratory School personnel as plans were formulated for the structure and furnishings (Taylor, 1963, p. 13-14).

During the span of twelve years, 1949-61, which Dr. Burke served on the faculty of the Utah State University (Burke, 1962, p. 8), he accepted a two year assignment as an education advisor in Iran and took intermittent leaves to study and teach at the University of California at Berkeley. He left in 1961 to become the head of the Education Department at Weber State College in Ogden, Utah (Burke, 1962, p. 11).

Mrs. Fern Nicholes was the supervising teacher of the Whittier's second grade from 1936 to 1956 except for the 1953-54 school year when she served as acting principal and director of student teaching while Mrs. Shaw studied at Northwestern University. Mrs. Nicholes' Bachelor of Science Degree was received at Brigham Young University. She observed elementary schools in Europe, and she followed the pattern of many others by studying at Columbia University. Mrs. Nicholes had given other service by teaching in two summer Demonstration Schools and as art instructor at the Whittier School for three years (Nicholes, 1962, p. 12; Table 5, p. 71).

The fact that the other members of the faculty were not informed about Mrs. Nicholes' appointment as acting principal until the first faculty meeting in the fall made it difficult for her to do any preplanning with the faculty (Pugmire, 1962, p. 1). That problem was compounded, because she was expected to administer both the Whittier School and the student teacher programs when she had no background as an administrator (Nicholes, 1962, p. 12).

Mrs. Nicholes asked Mr. Thomas Taylor, supervising teacher in the fifth grade, to also work as assistant to the principal to care for many of the immediate needs at the Whittier School. Mr. Taylor's position was not an official appointment (Taylor, 1962, p. 14). However,

Table 5. Teachers, supervisors and administrators assigned to the Laboratory School[a]

Year beginning	Kindergarten	First	Second	Third	Fourth
1921					
1922					
1923					
1924					
1925					
1926	Emma Eccles Jones	Millie Merrill	Vera Stewart	Vera Stewart	Margaret Baker
1927	Emma Eccles Jones	Augusta Nelson	Millie Merrill	Florence Nichols	Margaret Baker
1928[b]	Emma Eccles Jones	Florence Anderson (Felt)	Addie L. Swapp	May Jensen	Wanda Robertson
1929	Emma Eccles Jones	Florence A. Felt	Addie L. Swapp	May Jensen	Wanda Robertson
1930	Emma Eccles Jones	Helen Roberts	Addie L. Swapp	Lorene K. Fox	Wanda Robertson
1931	Emma Eccles Jones	Helen Roberts	Ellen S. Humphrey	Lorene K. Fox	Wanda Robertson
1932	Emma Eccles Jones	Helen Roberts	Ellen S. Humphrey	Lorene K. Fox	Wanda Robertson
1933	Emma Eccles Jones	Myrtle Jensen	Addie L. Swapp	Wanda Robertson	Lorene K. Fox
1934	Emma Eccles Jones	Myrtle Jensen	Addie L. Swapp	Ellen S. Humphrey	Selma Hawks
1935	Emma Eccles Jones	Myrtle Jensen	Addie L. Swapp	Ellen S. Humphrey	Thelma Garff
1936	Ruby Nielsen (Akin)	Myrtle Jensen	Fern S. Nicholes	Ellen S. Humphrey	Erma Bennett
1937	Charlotte Anderson	Myrtle Jensen	Fern S. Nicholes	Ellen S. Humphrey	Erma Bennett
1938	Charlotte Anderson	Myrtle Jensen	Fern S. Nicholes	Ellen S. Humphrey	Erma Bennett
1939	Charlotte Anderson	Myrtle Jensen	Fern S. Nicholes	Ellen S. Humphrey	Erma Bennett
1940	Jennie C. Neal	Myrtle Jensen	Fern S. Nicholes	Ruth Fox (Williams)	Erma Bennett
1941	Evelyn H. Kennedy	Myrtle Jensen	Fern S. Nicholes[c]	Dorothy Larison	Erma Bennett
1942	Edith S. Shaw	Myrtle Jensen	p.m. Edith S. Shaw	Melba Glade	F. Linden Castle
1943	Annette C. Carlos	Myrtle Jensen	p.m.Annette C. Carlos	Alice Bawden (Barney)	F. Linden Castle

Fifth	Sixth	Assistant principal	Principal	Supervisor of student teachers	Director of student teaching	Teacher education	Elementary education head	Dean	University President	Logan City Superintendent	Year beginning
				Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Orson Ryan	1921
				Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Orson Ryan	1922
				Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Orson Ryan	1923
			David Wooten	Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Orson Ryan	1924
			David Wooten	Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Orson Ryan	1925
Beth T. Syphus	Phebe Harding		Phebe Harding	Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Louis A. Peterson	1926
Fern Rawlins	Phebe Harding		Phebe Harding	Charles E. McClellan	Henry Peterson	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Louis A. Peterson	1927
Thelma Garff	Maida C. Jensen	Addie L. Swapp	Charles E. McClellan	Frances Barber	Frances Barber	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Louis A. Peterson	1928
Thelma Garff	Maida C. Jensen	Addie L. Swapp	Charles E. McClellan	Frances Barber	Frances Barber	Henry Peterson	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Louis A. Peterson	1929
Thelma Garff	Lenore Lewis (Williams)	Frances Barber	Charles E. McClellan	Frances Barber	Frances Barber	Ernest A. Jacobsen	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Louis A. Peterson	1930
Thelma Garff	Lenore Lewis (Williams)	Addie L. Swapp	E.A. Jacobsen (acting)	Addie L. Swapp(act.)	Addie L. Swapp(act.)	Ernest A. Jacobsen	Charles E. McClellan	Arthur H. Saxer	Elmer G. Peterson	Louis A. Peterson	1931
Thelma Garff	Lenore Lewis (Williams)	Edith Bowen	Charles E. McClellan	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	Charles E. McClellan	E.A. Jacobsen (acting)	Elmer G. Peterson	Louis A. Peterson	1932
Ellen S. Humphrey	Lenore Lewis (Williams)	Edith Bowen	Charles E. McClellan	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	Charles E. McClellan	E.A. Jacobsen (acting)	Elmer G. Peterson	E. Allen Bateman	1933
Wanda Robertson	Lenore Lewis (Williams)	Edith Bowen	Charles E. McClellan	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	Charles E. McClellan	E.A. Jacobsen (acting)	Elmer G. Peterson	E. Allen Bateman	1934
Francis J. Holyoak	Edith Smith (Shaw)	Edith Bowen	Charles E. McClellan	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	Charles E. McClellan	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1935
Edith Smith (Shaw)	Francis J. Holyoak	Francis J. Holyoak	Charles E. McClellan	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	Charles E. McClellan	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1936
Edith Smith (Shaw)	Edith Smith (Shaw)	Edith Smith (Shaw)	Charles E. McClellan	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	Charles E. McClellan	Charles E. McClellan(act.)	Elmer G. Peterson	E. Allen Bateman	1937
Addie L. Swapp	Dean C. Christensen	Dean C. Christensen(4 yrs)	John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	George S. Bates(act.)	1938
Addie L. Swapp	Dean C. Christensen	Dean C. Christensen	John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1939
Ellen S. Humphrey	Dean C. Christensen	Dean C. Christensen	John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1940
Ellen S. Humphrey	Dean C. Christensen	Dean C. Christensen	John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1941
Ellen S. Humphrey	J. Wesley Christensen		John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1942
Ellen S. Humphrey	Edith S. Shaw		John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1943

Table 5. Continued

Year beginning	Kindergarten	First	Second	Third	Fourth
1944	LaRue Parkinson	Myrtle Jensen	p.m.Annette C. Carlos	Katherine Taylor	F. Linden Castle
1945	LaRue Parkinson	Myrtle Jensen	p.m.Annette C. Carlos	Ruth Fox Williams Alice Chase	Faye Hobson (Giddings)
1946	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Alice Chase	Faye Hobson (Giddings)
1947	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Alice Chase	Faye Hobson (Giddings)
1948	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Alice Chase	Nadine Baxter
1949	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Alice Chase	C. Don Bishop
1950	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Alice Chase	LaMar Oleson
1951	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Constance Nielsen (Bagley)	LaMar Oleson
1952	LaRue Parkinson	Myrtle Jensen	Fern S. Nicholes	Constance N. (Bagley)	LaMar Oleson
1953	Alice Olsen (Smith)	Myrtle Jensen	Dorothy Jean Pugmire	Constance N. (Bagley)	LaMar Oleson
1954	Alice Olsen (Smith)	Myrtle Jensen	Fern S. Nicholes	Beatrice Murray	Ivan Pedersen
1955	Alice Olsen (Smith)	Myrtle Jensen	Fern S. Nicholes	Beatrice Murray	Ivan Pedersen
1956	Alice Olsen (Smith)	Bee Roberts	Francine Wiggins	Beatrice Murray	Ivan Pedersen
1957	Alice Olsen (Smith)	Phyllis Frandsen	Francine Wiggins	Beatrice Murray	Ivan Pedersen
1958	Alice Olsen (Smith)	Bee Roberts Phyllis Frandsen	Francine W.	Beatrice Murray	Ivan Pedersen
1959	Alice Olsen (Smith)	Fae Ann Karo Erline Gordon (Hedrick)	Francine W.	Beatrice Murray	Ivan Pedersen
1960	Kathryn Salisbury	Joan C. Bowden	Ruth B. Johnson	Helen J. Tanner	Ivan Pedersen
1961	Kathryn Salisbury	Joan C. Bowden	Mary Pat M. Friar	Helen J. Tanner	Ivan Pedersen
1962	Kathryn Salisbury	Joan C. Bowden	Barbara B. Howell	Helen J. Tanner	Ivan Pedersen
1963	Kathryn Salisbury	Joan C. Bowden	Barbara B. Howell	Helen J. Tanner	Ivan Pedersen
1964	Kathryn Salisbury	Joan C. Bowden	Barbara B. Howell	Helen J. Tanner	Ivan Pedersen

Fifth	Sixth	Assistant principal	Principal	Supervisor of student teachers	Director of student teaching	Teacher education	Elementary education head	Dean	University President	Logan City Superintendent	Year beginning
Ellen S. Humphrey	Edith S. Shaw		John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Elmer G. Peterson	E. Allen Bateman	1944
Ellen S. Humphrey	Edith S. Shaw		John C. Carlisle	Edith Bowen	Edith Bowen	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Franklin S. Harris	John C. Carlisle(act.)	1945
Vera Bracken	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Franklin S. Harris	John C. Carlisle(act.)	1946
Hazel C. Clark	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Franklin S. Harris	H. Grant Vest	1947
Hazel C. Clark	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	John C. Carlisle	Ernest A. Jacobsen	Franklin S. Harris	H. Grant Vest	1948
Hazel C. Clark	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	Caseel D. Burke	Ernest A. Jacobsen	Franklin S. Harris	H. Grant Vest	1949
Hazel C. Clark	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	Caseel D. Burke	Ernest A. Jacobsen	Louis L. Madsen	H. Grant Vest	1950
Thomas A. Taylor	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	Caseel D. Burke	Ernest A. Jacobsen	Louis L. Madsen	H. Grant Vest	1951
Thomas A. Taylor	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	Caseel D. Burke	Ernest A. Jacobsen	Louis L. Madsen	H. Grant Vest	1952
Thomas A. Taylor	Ellen S. Humphrey		Fern S. Nicholes(act.)	Fern S. Nicholes (act.)	Caseel D. Burke(act.)	Ernest A. Jacobsen	Caseel D. Burke	Ernest A. Jacobsen	H. Aldous Dixon	Sherman G. Eyre	1953
Thomas A. Taylor	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Ernest A. Jacobsen	Caseel D. Burke	Ernest A. Jacobsen	Daryl Chase	Sherman G. Eyre	1954
Thomas A. Taylor	Ellen S. Humphrey		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Caseel D. Burke	Caseel D. Burke	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1955
Thomas A. Taylor	Evelyn Wiggins		Edith S. Shaw	Edith S. Shaw	Edith S. Shaw	Caseel D. Burke	Caseel D. Burke	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1956
Thomas A. Taylor	Evelyn Wiggins		Gene S. Jacobsen	Edith S. Shaw	Edith S. Shaw	Caseel D. Burke	Caseel D. Burke	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1957
Thomas A. Taylor	Evelyn Wiggins		Gene S. Jacobsen	Edith S. Shaw	Edith S. Shaw	Caseel D. Burke	Caseel D. Burke	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1958
Thomas A. Taylor	R. Eyre Turner		Arthur D. Jackson	Edith S. Shaw	Edith S. Shaw	Caseel D. Burke	Caseel D. Burke	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1959
Thomas A. Taylor	R. Eyre Turner		Arthur D. Jackson	Edith S. Shaw	Edith S. Shaw	Caseel D. Burke	Caseel D. Burke	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1960
Thomas A. Taylor	R. Eyre Turner		Arthur D. Jackson	Edith S. Shaw	Edith S. Shaw		Arthur D. Jackson(act.)	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1961
Thomas A. Taylor	R. Eyre Turner		Arthur D. Jackson	Edith S. Shaw	Edith S. Shaw		E. Malcom Allred(act.)	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1962
Thomas A. Taylor	R. Eyre Turner		Arthur D. Jackson	Edith S. Shaw	Edith S. Shaw		E. Malcom Allred(act.)	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1963
Thomas A. Taylor	R. Eyre Turner		Arthur D. Jackson	Edith S. Shaw	Edith S. Shaw		E. Malcom Allred	John C. Carlisle	Daryl Chase	Sherman G. Eyre	1964

Table 5. Continued

[a]Information secured from individual biographical forms, personal interviews, roll books, promotion lists, Logan City Schools' Directories, Logan City Board of Education Minutes, Logan City Parents' and Teachers' Association Council Minutes and Scrapbooks, Utah State University Catalogs, Utah State University Board of Trustees Minutes, and Utah State University President's Office.

[b]First year of the Laboratory School.

[c]Fern Nicholes taught Second grade in the morning and Art in the afternoon from 1942 to 1945.

Special Education Classes		
	Education Adjustment	Hard of Hearing
1963	Phyllis Publicover	
1964	Phyllis Publicover	Winnie Mae Childs (First half)
		Wilma Newman (Second half)

Mrs. Nicholes supervised the general functions of the School and directed the student teaching program. The University students under her supervision were impressed with her philosophy of education and her direction of the class for student teachers.

Mr. Thomas A. Taylor has consistently used his several talents to the advantage of the other teachers' programs (Staff, 1962, p. 1). After graduating with a Bachelor of Science Degree in secondary education from the Utah State University, he had experience in the Pacific Northwest as a coach, science teacher and director of audio-visual aids programs. He became the supervising teacher of the fifth grade at the Laboratory School in 1951 (Taylor, 1963, p. 15).

Mr. Taylor not only taught the fifth grade and served as the assistant to Mrs. Nicholes during the 1953-54 school year, he also served that year as chairman of the faculty planning committee for the new Laboratory School building (Taylor, 1963, p. 14). He finished his Master of Science Degree at Utah State University in 1955, and he has often taught university classes in elementary science and modern mathematics. Although not an official appointment, he was designated in 1964-65 as the faculty member in charge during the absences of Principal Jackson.

The first principal of the Edith Bowen Laboratory School was Dr. Gene S. Jacobsen. He was also the first male principal with on the spot responsibility for the Laboratory School. He has been the only faculty member directly assigned to the School to have a Doctor's Degree while so serving. His teacher education studies for his Bachelor of Science and Master of Science Degrees were at the Utah State University. After experience in Idaho as a high school teacher and an elementary principal,

he moved to an elementary principalship in California and secured his Doctor of Education Degree at the University of California at Berkeley in 1957.

Dr. Jacobsen had been closely associated with Dr. Caseel Burke while studying at the Utah State University. At Berkeley, he again associated with Dr. Burke who was there on temporary assignment during the year of 1954-55. The possiblity of Dr. Jacobsen's serving at the new Laboratory School facility was discussed by them, and he was kept informed about its progress. Dr. Carlisle invited him to meet with the screening committee in the spring of 1957, and he was formally named to the principalship shortly thereafter (Jacobsen, G., 1962, p. 1). This gave him time to work personally with the faculty in preparation for that first year of 1957-58.

The anticipation of working directly with elementary children and of teaching education students at the University was particularly interesting to Dr. Jacobsen. To his dismay, he found that it was impossible to carry his assigned load with University students and also give adequate attention to the Laboratory School. Mrs. Edith S. Shaw was perplexed by the same problem during the last few years at the Whittier School when there was a rapid influx of education students (Shaw, 1962, p. 10; Table 2, p. 20). At this point, there began to be an inevitable movement away from the closely supervised interaction among all groups at the School and the total child-teacher-administrator cohesiveness for which the School had been known. There was a limit to which one administrator could extend himself (Jacobsen, G., 1962, p. 1, 3; Pedersen, 1962, p. 8).

In spite of the multiple pressures, Dr. Jacobsen took a personal interest in the welfare of the faculty. He took over the supervision of the lunch room until a regular supervisor could be employed (Jacobsen, G., 1962, p. 8). He worked for improved salaries and status recognition for the faculty members (Pedersen, 1962, p. 3, 4; Taylor, 1963, p. 11). Heretofore, salary considerations were not considered to be part of the principal's duties; and they had been left to individual discussions between the teacher and the dean (Bagley, 1962, p. 4, 5; Humphrey, 1962, p. 8).

Dr. Jacobsen soon realized that he could not do justice to all of the programs for which he was responsible, and he requested a re-assignment (Jacobsen, G., 1962, p. 3). After two years of service as principal he was transferred to the Department of Education Office to head the selective admissions program. His more recent positions have been associate director of University Extension, director of Summer School and member of an elementary education advisory committee in Ethiopia (Jacobsen, G., 1962, p. 10). He became the assistant dean of the College of Education at the University of Utah in the summer of 1964.

The present principal of the Laboratory School is Mr. Arthur D. Jackson. Mathematics was his undergraduate major, and he received his Bachelor of Arts Degree at Colorado College in Colorado Springs. After serving as a secondary school mathematics teacher, he came to the Utah State University campus and worked closely with Dr. John C. Carlisle while completing his Master of Science Degree. He then returned to professional service as an elementary principal in Tooele, Utah. It was from that position that Dr. Carlisle invited him to come to the Utah

State University in 1958 as an assistant professor in elementary education and as a supervisor of student teachers (Jackson, 1962, p. 5).

Mr. Jackson traveled in the Pacific areas during his military service and since then has traveled in Western Europe as a member of a team studying the education systems of that continent. He has also studied at the University of Utah, University of Texas, Stanford University, and the Merrill-Palmer Institute in Detroit, Michigan (Jackson, 1962, p. 5).

Mr. Jackson had been at the Utah State University for one year when he assumed the principalship of the Edith Bowen Laboratory School in 1959 following the reassignment of Dr. Gene Jacobsen. Along with the duties of the Laboratory School and the varied work with University students, he served as acting head of Elementary Education during the 1961-62 school year. The continued heavy load caused by the Laboratory School's principalship being coupled with other University responsibilities has caused the continuation of problems which were previously recognized by Principals Edith S. Shaw and Gene S. Jacobsen.

The contributions of Principal Jackson during these first six years have been numerous. The present strong faculty members have all been selected during his term of office except two, Mr. Thomas A. Taylor and Mr. Ivan Pedersen. These two and Mrs. Phyllis Publicover who was employed in 1963 had previously completed their Master's Degrees, and Mr. Jackson has consistently urged the others to secure Master's Degrees. This has now been achieved by Mrs. Helen J. Tanner, Mrs. Joan C. Bowden and Mrs. Barbara B. Howell; and those remaining, Miss Kathryn Salisbury and Mr. R. Eyre Turner, will complete their degrees in the spring of 1965. Mr. Jackson has forsaken some of his own travel opportunities in order to enable the faculty to broaden their frame of reference by

visiting laboratory schools in Utah and neighboring states. He has also made an effort to enhance the positions of supervising teachers through improved salaries and faculty status. Experimentation with new methods and materials is being encouraged by him, and the School is establishing leadership in modern mathematics.

In 1964, the University's Board of Trustees established four separate administrative Departments of Education. The Department of Elementary Education is one of the four, and the first acting head of the Department is Dr. E. Malcom Allred.

Dr. Allred attended the Southern Idaho College of Education at Albion where he received his Bachelor of Arts Degree. He completed his Master of Science Degree at the University of Idaho; and in 1961, he secured the Doctor of Education Degree in reading at Colorado State College in Greeley. After serving as a teacher and a principal in both the elementary and secondary schools of Idaho, he became the director of curriculum in the Idaho State Department of Education. He joined the College of Education staff at this University in 1961 and was appointed as acting head of Elementary Education the following year (Allred, 1962, p. 5).

Dr. Allred is eager to support a forward looking role for the Laboratory School in elementary teacher education. There is opportunity for such leadership within the new structure of the Department of Elementary Education.

Supervising teachers

Teacher personalities, preparation and national trends in childhood education were closely interrelated in establishing the philosophy and approach at the Laboratory School.

The developing of the Laboratory School demanded creative thought and action, and those on the staff were equal to the challenge (Garff, 1962, p. 3; Humphrey, 1962, p. 2). The original faculty members (Table 5, p. 71) were eager to improve their methods of educating children, and they were vigorous in their exploration and testing of new concepts (Swapp, 1962, p. 11). National trends favored such an atmosphere. It was a period when there was a wealth of experimentation and research (Shaw, 1962, p. 12).

The positive attitude toward experimentation continued as new personnel joined the staff. Dr. Lorene K. Fox, who started at the School in 1930, reported it as follows:

> Those four and one-half years at the Whittier School I value as the most profitable educational experience of my life. I think of the kinds of things we did together, our ways of working with one another, our ways of working with children, our ways of working with parents, our ways of tackling problems in a cooperative, resourceful way, unafraid to try, unafraid to consider new things, unafraid to evaluate honestly and realistically what we were doing. These are the things that have been a wonderful reservoir from which to draw in connection with any educational positions or educational thinking and writing or speaking that I have done since that time. (Fox, 1962, p. 2)

Expression about the quality of work at the Laboratory School has come from sources beyond the campus also. Dr. Roma Gans, who taught at Teachers College, Columbia University from 1929 to 1959 and came to the Utah State University several times as a visiting professor, stated:

> We borrowed heavily, those of us who had contacts with Logan, from the things that were going on here...Of course, I always felt that it would have been a good thing if the director of training of all of the laboratory schools of the country could come here and capture something that was here...The Laboratory School developed a creative foment. You came to think out, to explore, to experiment and of course you always gave a bath to children in books. So you found here no stagnant air, tremendous questions, great eagerness. And I still consider this as a thriving intellectual spot as we have in the country. (Gans, 1961, p. 2)

The selection of teachers who could function and contribute within this professional atmosphere has been deliberate. Reference is again made to Professor C. E. McClellan's selection of the original faculty in 1928. He said:

> I didn't advertize for teachers; I didn't want to. I wanted to get superior teachers for that work, because I felt that the class of teaching we needed...should be first class. (McClellan, 1962, p. 1)

Dr. Caseel D. Burke helped select many teachers from 1949 to 1961. Speaking of this experience, he stated:

> I think anyone who has worked with the Whittier School recognizes that the School had a distinctive personality. It was a forward looking point of view that the people had who worked there; and they were in the forefront, in my opinion, in the practices of elementary education. And our effort was an attempt to find replacements who could fit into that faculty and work with the faculty cooperatively and effectively in such a way that the philosophy held there could be carried on. I think that, obviously, was one who had gained a reputation as a good teacher, wherever the person happened to be. The people with whom the person had worked regarded her or him as an excellent teacher, one with imagination, one with initiative, one with desire to experiment and try new things, but who was not settled in all of his or her ideas about education but was still willing and capable of learning. And one, usually, we hoped to get who had a master's degree if possible in the field of education. (Burke, 1962, p. 1)

The experiences and attitudes of the teachers were interestingly explained by Dr. Gene S. Jacobsen, the first principal at the Edith Bowen Laboratory School.

> I am always amazed at the way the teachers in the Laboratory School are able to cope with what to me would be a very trying situation. People would drop in at almost anytime and ask permission to go into classrooms and observe. We tried to regulate this to a considerable extent. But we felt that this was a laboratory school; and whenever possible the people ought to have the right to observe. The teachers supported us in this philosophy one hundred percent. We always had a policy of never permitting visitors without going down to the classroom and clearing with the teacher, but I can't recall of a time when the teachers didn't say, "Invite them in," whether it was a teacher from another district, whether a University student or a parent. (Jacobsen, G., 1962, p. 2)

Principal Arthur D. Jackson has initiated the selection of all except two of the present faculty members. He made the following comment:

> One of the first things that I look for is a teacher who has had...success in the teaching position that he is in. This implies that he has to have had a successful teaching experience and be recognized as outstanding in that particular situation. The teacher should have the desire to improve himself professionally. Because of the fact that we work with both University students and elementray students, the teacher has to be equally adept at talking to University classes as he does to the Elementary School classes. You'll find often in looking for this type of person, it is rather difficult to find a person who feels equally comfortable with a university group and a group of children. A person has to be ambitious and have a desire to do well. I know our teachers spend many hours over and above what public school teachers are expected to do. We look for a person who is willing to work and has a desire to improve himself. (Jackson, 1962, p. 2)

Efforts to select appropriate personnel who would contribute to a wholesome professional situation have been successful for the most part. As is common in groups, there have been those who have been talented in their own right but who have not been able to establish positive personality relationships with others at the Laboratory School. Miss Edith Bowen made an interesting statement about this:

> There was no one. Well, I have had exceptions; but for the first years of our School, we were as...thick as peas in a pod. We liked each other. We respected each other. We consulted each other, and we criticized each other in a very objective way with nobody taking any offense. There was no undermining of one teacher to another, or it's too much work or anything of that kind. But everybody was enthusiastic about her job. (Bowen, 1962, p. 18)

The quality associations and the strengths of individual teachers have been pointed up by Dr. Lorene K. Fox:

> It was not only the focus on the welfare of children, individually, everyone of them, and as groups and the total School group; but there was also focus on the welfare of teachers and helping each teacher individually to reach her maximum potential. Everyone of the teachers at the Whittier School, as I remember them, was an outstanding person, a resourceful, creative person...Each had his uniquely strong points, his uniquely outstanding qualities; and yet we had common values...We were working together congenially toward the same ends, because we had the same values. (Fox, 1962, p. 14)

The strengths of the teachers were further explained by Mrs. Hazel C. Clark who served at the School from 1947 to 1951:

> There was a closeness among the faculty that I believe added to this high quality of living that went on in that little old building. Each faculty member was strong and had an outstanding strength which he or she used to enhance the program. I remember Mrs. Chase, for example, was a lover of good poetry, so she not only influenced the children in her own room with respect to poetry but the children in the entire School. I'm sure their taste for poetry grew because of her influence. And Mrs. Shaw's interest in fine literature and music enhanced the living of all of the children in the School too. And every faculty member had an outstanding strength as well as being quite generally well prepared. (Clark, 1962, p. 1)

Mr. Thomas A. Taylor said of the present faculty: "There is no one here who is lazy. These teachers will work, and our students will cooperate." (Taylor, 1962, p. 8) The present faculty members have contributed an unusual amount of leadership to local and state professional organizations.

A study of Table 5, p. 71, will show the fact that a number of the teachers have remained at the School for only short periods of time. Yet among them are personnel who gave quality service at the Laboratory School and went on to professional achievement on the state, national and international levels. As an example, four of the former faculty members, Dr. Wanda Robertson, Dr. Lorene K. Fox, Miss LaRue Parkinson and Dr. Gene S. Jacobsen, were all serving in African countries during the 1962-63 school year. Dr. Roma Gans has urged that a study be made to ascertain and report the notable contributions to education which have been made by people who have served at the Laboratory School (Gans, 1961, p. 2).

Table 5 will also show those teachers who have given direct professional service to the Laboratory School over an extended period of time. Of particular note are those who have served for seven or more

years. They are Mrs. Addie L. Swapp, Mrs. Emma Eccles Jones, Dr. Wanda Robertson, Mrs. Ellen Humphrey (25 years), Miss Myrtle Jensen (23 years), Mrs. Edith S. Shaw, Mrs. Fern S. Nicholes (20 years), Miss LaRue Parkinson, Thomas A. Taylor, and Mr. Ivan Pedersen.

The education and years of service of the supervising teachers are summarized in Table 6, p. 84. The major number have secured their education in the colleges and universities of Utah and Idaho. It is interesting, however, to find that at least eleven of the teachers have studied at Teachers College, Columbia University.

The original program in elementary education at the University offered one and two year Normal Certificates (Table 2, p. 20). It is therefore understandable that the education of only two of the original teachers had extended beyond the usual normal school program. As the education requirements for teachers have advanced, so has the extent of education of the Laboratory School teachers. All of the present supervising teachers have Masters Degrees except two, and those two will complete them in the spring of 1965 (Table 6, p. 84; Thesis, p. 77).

The great majority of the teachers had previously served in the public schools in Northern Utah. Approximately one-third of the total number have been selected from the Logan City School District (Table 6, p. 84). It is complimentary to the Logan administrators to find that they have released so many quality teachers to the Laboratory School with consistent graciousness.

Four other groups of teachers will be considered in this section. They are the librarians, teachers of instrumental music, Spanish and special education. Their years of service are recorded in Table 6, p. 84.

Table 6. Teaching personnel assigned to the Laboratory School.[a]

Name	Total years at U.S.U.	Grade taught
Mrs. Addie L. Swapp	1928-36	Second
	1938-40	Fifth
Mrs. Maida C. Jensen	1928-30	Sixth
Miss Thelma Garff	1928-33	Fifth
	1935-36	Fourth
Miss Wanda Robertson	1928-35	Fourth
		Third
		Fifth
Miss May Jensen	1928-30	Third
Mrs. Florence Anderson (Felt)	1928-30	First
Mrs. Emma Eccles Jones	1928-36	Kindergarten
Mrs. Lenore Lewis (Williams)	1930-41	Sixth
Miss Lorene K. Fox	1930-34+	Third
		Fourth
Miss Helen Roberts	1930-33	First
Mrs. Ellen S. Humphrey	1931-56	Second
		Fifth
		Third
		Fifth
		Sixth
Miss Myrtle Jensen	1933-56	First
Miss Selma Hawks	1935	Fourth
Mrs. Edith Smith (Shaw)	1935-38	Sixth
		Fifth
		Sixth
	1942-	Kindergarten
		Second
		Sixth
Mr. Francis J. Holyoak	1935-37	Fifth
		Sixth
Miss Erma Bennett	1936-42	Fourth
Mrs. Fern S. Nicholes	1936-56	Second
		Art
Mrs. Ruby Nielsen (Akin)	1936-37	Kindergarten
Miss Charlotte Anderson	1937-40	Kindergarten
Mr. Dean C. Christensen	1938-42	Sixth
Mrs. Ruth Fox (Williams)	1940-41	Third
	1945.	
Miss Jennie C. Neal	1940-41	Kindergarten
Mrs. Dorothy J. Larison	1941.	Third
Mrs. Evelyn H. Kennedy	1941-42	Kindergarten
Mr. J. Wesley Christensen	1942-43+	Sixth

Normal Certificate		Bachelors Degree		Masters Degree		To U.S.U. from
Brig. Young Univ.		Columbia Univ.[b]	1928	Columbia Univ.	1938	Princ., Ellis Elem., Logan, Utah
		Utah State Univ.	1933			
						Teacher, Salt Lake City Schools, Utah
Brig. Young Univ.	abt. 1921	Univ. of Utah[b]				Teacher, Granite Dist., Salt Lake City, Ut.
		Utah State Univ.[b]				
Snow Col., Utah	1922	Brig. Young Univ.	1925	Columbia Univ.[b]	1935	Teacher, Jordan Dist., Utah
				Ed.D., " "	1949	
						Teacher, Logan, Utah
Brig. Young Col.	1921	Univ. of Utah	1925	Univ. of Chicago[b]	1928	Teacher, Woodruff Elem., Logan, Utah
		Univ. of Calif.	1921	Columbia Univ.	1923	Teacher, Whittier Elem., Logan, Utah
S. Ida. Col. of Educ. at Albion, Ida.	1928	Utah State Univ.	1932	Utah State Univ.	1936	Teacher, S.W. Elem., Burley, Idaho
				Columbia Univ.[b]		
L.D.S. Junior Col.	1925	Brig. Young Univ.	1930	Columbia Univ.	1936	Teacher, Granite Dist., Utah
				Ph.D., " "		
Brig. Young Col.	1914	Utah State Univ.				Teacher, Logan J. High, Logan, Utah
Brig. Young Col.	1923	for many summers[b]				
		Brig. Young Univ.		Columbia Univ.[b]		Princ., Provo City Schools, Provo, Utah
		Utah State Univ.	1932			
Utah State Univ.	1925	Utah State Univ.	1936	Northwestern Univ.	1954	Princ., Ellis Elem., Logan, Utah (1935)
						Supervisor of student teaching, Ricks College, Rexburg, Idaho (1942)
S. Ida. Col. of Educ. at Albion, Ida.	1929	Utah State Univ.	1937	Ohio State Univ.	1938	Princ., S.W. Elem., Burley, Idaho
Brig. Young Univ.		Brig. Young Univ.	1935	Columbia Univ.[b]		Teacher, Provo, Utah
				Brig. Young Univ.	1959	
Brig. Young Univ.	1911	Columbia Univ.[b]	1936			Teacher, Art. Eager, Arizona
		Brig. Young Univ.	1942			
		Utah State Univ.	1931	Univ. of Utah[b]		Teacher, Elem., Logan, Utah
Snow Col., Utah	1933	Utah State Univ.	1938	Utah State Univ.	1948	Teacher, Ellis Elem., Logan, Utah
				Ed.D., Univ. of Ore.	1957	
		Univ. of Utah	1939	Utah State Univ.[b]		Teacher, Wm. Penn Elem., Granite Dist., Ut.
				Columbia Univ.[b]		
Univ. of Utah	1928	Utah State Univ.	1942	Utah State Univ.[b]		Teacher, Ft. Churchill Elem., Weeks, Nev.
Snow Col., Utah	1936	Utah State Univ.	1942	Utah State Univ.	1955	Teacher, Ellis Elem., Logan, Utah
Utah State Univ.	1937			Brig. Young Univ.[b]		

Table 6. Continued.

Name	Total years at U.S.U.	Grade taught
Mr. F. Linden Castle	1942-45+	Fourth
Miss Melba Glade	1942-43	Third
Mrs. Alice Bawden (Barney)	1943-44	Third
Mrs. Annette C. Carlos	1944+	Kindergarten
Miss Katherine Taylor	1944-45	Third
Miss LaRue Parkinson	1944-54	Kindergarten
Mrs. Alice Chase	1945-51	Third
Miss Vera Bracken	1946-47	Fifth
Mrs. Faye Hobson (Giddings)	1945-48	Fourth
Mrs. Hazel C. Clark	1947-51	Fifth
Miss Nadine Baxter	1948-49	Fourth
Mr. C. Don Bishop	1949-50	Fourth
Mr. LaMar Oleson	1950-54	Fourth
Mr. Thomas A. Taylor	1951-	Fifth
Mrs. Constance Nielsen (Bagley)	1951-54	Third
Miss Dorothy Jean Pugmire	1953-54	Second
Mr. Ivan Pedersen	1954-	Fourth
Mrs. Beatrice Murray	1954-60	Third
Mrs. Alice Olsen (Smith)	1954-60	Kindergarten
Miss Evelyn Wiggins	1956-	Sixth
Miss Francine Wiggins	1956-60	Second
Miss Bee Roberts	1956-57+ 1958.	First
Mrs. Phyllis J. Frandsen	1958 1959	First
Mr. R. Eyre Turner	1959-	Sixth
Mrs. Fae Ann H. Karo	1959-60	First
Mrs. Erline Gordon (Hedrick)	1960	First
Mrs. Helen J. Tanner	1960-	Third
Mrs. Ruth B. Johnson	1960-61	Second
Mrs. Joan C. Bowden	1960-	First

Normal Certificate		Bachelors Degree		Masters Degree		To U.S.U. from
		Utah State Univ.	1939	Utah State Univ.	1953	Teacher, Woodruff Elem., Logan, Utah
		Univ. of Utah	1932	Univ. of S. Calif.	abt.1940	Fifth grade, Jackson Elementary, S.L.C. Schools
Univ. of Utah	1930	Univ. of Utah	1931	Columbia Univ.	1943	Teacher, Webster Elem., Granite Dist., Ut.
		Utah State Univ.	1941	Merrill-Palmer[b]		Teacher, Lafayette Elem., Salt Lake City
Brig. Young Col.	1926	Utah State Univ.	1929	Columbia Univ.[b]	1942	Lockheed Aircraft Co., Los Angeles, Calif.
Utah State Univ.	1927	Univ. of Wyoming	1938	Univ. of Chicago[b]		Homemaker, Logan, Utah
				Utah State Univ.	1962	
Brig. Young Col.	abt. 1925	Univ. of Utah	1937	Brig. Young Univ.	1955	
				Columbia Univ.[b]	1957	
Col. of S. Utah	1933	Utah State Univ.	1949	Utah State Univ.	1958	Grad. student, Utah State Univ.
				Brig. Young Univ.[b]		
		Utah State Univ.	1950			Student, Utah State Univ.
		Utah State Univ.	1939	Utah State Univ.	1955	Audio-visual Dir., Toppenish, Wash.
				Univ. of Wash.[b]	1960	
		Utah State Univ.	1951			Elem., Smithfield, Utah
		Utah State Univ.	1948	Merrill-Palmer[b]	1950	Teacher, Adams Elem., Logan, Utah
				Univ. of Michigan	1951	
				Univ. of Maryland[b]	1965	
		Utah State Univ.	1950	Utah State Univ.	1956	Teacher, Ellis Elem., Logan, Utah
				Merrill-Palmer[b]	1961	
		Utah State Univ.	1954	Utah State Univ.[b]		Elem. Supervisor, Afton, Wyoming
		Univ. of Utah	1952	Utah State Univ.[b]		Teacher, Stocker Elem., Bountiful, Utah
		Weber State Col.[b]	1945	Utah State Univ.	1959	Teacher, Taylor Elem., Ogden, Utah
		Utah State Univ.	1947			
		Weber State Col.[b]	1953	Utah State Univ.	1962	Teacher, Lynn Elem., Ogden, Utah
		Utah State Univ.	1955			
		Brig. Young Univ.	1948	Univ. of Utah[b]		Teacher, Elem., Cedar City, Utah
		Univ. of Utah	1927	Univ. of Calif.[b]		Homemaker, Logan, Utah
		Pacific Univ.[b]	1950	Brig. Young Univ.[b]	1956	Teacher, Woodruff Elem., Logan, Utah
		Utah State Univ.	1954	Utah State Univ.	1965	
		Utah State Univ.	1950	Merrill-Palmer[b]		Teacher, Bonneville Elem., Ogden, Utah
				Utah State Univ.[b]		
		Utah State Univ.	1960			Student, Utah State Univ.
Brig. Young Univ.	1932	Trinidad Jr. Col.[b]	1935	Utah State Univ.	1963	Teacher, Roosevelt Elem., Granite Dist., Ut.
		Univ. of Utah	1949			
		Utah State Univ.	1959			Teacher, Bunderson Elem., Brigham City, Ut.
		Utah State Univ.	1942	Utah State Univ.	1964	Teacher, Roosevelt Elem., Pocatello, Idaho

Table 6. Continued.

Name	Total years at U.S.U.	Grade taught
Miss Kathryn Salisbury	1960-	Kindergarten
Mrs. Mary Pat Friar	1961-62	Second
Mrs. Barbara B. Howell	1962-	Second
Mrs. Pearl J. Carter	1943-62	Librarian
Mrs. Anna Marie Smith	1948-	Librarian
Mrs. Joyce Ann Wood	1962.	Acting librarian
Mr. N. W. Christiansen	1928-56	Instrumental music
Mr. Mischa Poznanski	1952-55	Instrumental music
Mr. George Pahtz	1946-64	Instrumental music
Mr. Andrew J. Galos	1956-61	Instrumental music
Mr. A. L. Dittmer	1956-	Instrumental music
Mrs. Barbara Miller	1963-	Fourth-sixth music
Mr. Richard G. Strawn	1963-	Fourth-sixth music
Mr. Gordon Porter	1949-	Spanish Third-fourth
Mr. Jesse Edlefson	1960-61	Spanish Third-fifth
Mrs. Jean K. Fadavi	1961-62 1962.	Spanish Third-sixth
Mr. Rey V. Belnap	1963 1963-64	Spanish Third-sixth
Miss Donna Rose	1964-65	Spanish Third-sixth
Mrs. Phyllis Publicover	1963-	Learning adjustment
Mrs. Winnie Mae Childs	1964.	Hard of hearing
Mrs. Wilma Newman	1965-	Hard of hearing

[a]Information secured from individual biographical forms, personal interviews and Utah State University Catalogs.

[b]Advanced study but degree not completed.

Normal Certificate	Bachelors Degree		Masters Degree		To U.S.U. from
	Utah State Univ.	1948	Utah State Univ.	1965	Teacher, Adams Elem., Logan, Utah
	Chico State Col.	1957	Sacramento St. Col.[b]		Teacher, Rio Linda Elem., Rio Linda, Calif.
	Utah State Univ.	1946	Utah State Univ.	1964	Teacher, Providence Elem., Providence, Ut.
	Utah State Univ.	1934	Univ. of Calif.[b]	1947	Librarian, Utah State Univ. Library
			Utah State Univ.	1948	
			Redlands Univ.[b]	1958	
	Park College, Mo.	1928	Denver, Univ. (Library degree)	1948	Librarian, Utah State Univ. Library
	Univ. of Utah	1958			Homemaker, Logan, Utah
	Utah State Univ.		Juilliard Sch. of Mus. Ph.D., Columbia Univ.		Music, South Cache High Sch., Hyrum, Ut.
	(B.S.) Leipzig, Germany[b]		(M.S.)		Music, Logan City Schools, Utah Musician, New York City
	Juilliard Sch. of Mus.	1942	Juilliard Sch. of Mus.	1952	
			Ed.D., Columbia Univ.	1957	
	Univ. of Utah	1936	Columbia Univ.	1938	Music, Ricks College, Rexburg, Idaho
			Ph.D., Univ. of Rochester	1950	
	Utah State Univ.[b]				Music, Logan City Schools, Utah
	Univ. of Redlands	1959	Indiana Univ.	1961	Ohio State Univ., Columbus, Ohio
	Utah State Univ.	1943	Univ. of Arizona		Modern Languages, Davis County High Sch., Ut.
			Ph.D., " " [b]		
	Brig. Young Univ.		Utah State Univ.[b]		Grad. student, Utah State Univ.
	Wash. St. Univ.	1951	Univ. of Wash.[b]		Homemaker, Logan, Utah
	Utah State Univ.[b]	1964			Spanish American L.D.S. Mission
	Utah State Univ.	1960	Utah State Univ.[b]		Second Grade Teacher, Corinne, Utah
	Wellesley Col. Mass.	1941	Utah State Univ.	1954	Spec. Educ., Arlington City Sch., Va.
	Utah State Univ.	1963			Spec. Educ., Pocatello City School, Idaho
	Utah State Univ.	1956			Secondary Educ., Box Elder High Sch., Ut.

The library was started during the first year of the Laboratory School (Logan City Parents' and Teachers' Association Council Minutes, 1928, October 28). The library was cared for by the supervising teachers until a University student was hired on a part time basis in 1952. Mrs. Edith S. Shaw then made a personal request to University President Louis Madsen for professional library assistance. President Madsen took action in her presence, and Mrs. Pearl Carter was given the assignment (Shaw, 1962, p. 21). Mrs. Carter had cared for the Anne Carroll Moore Collection of Child Literature which was housed on campus, and she was assigned to spend her afternoons as librarian at the Whittier School beginning in 1953 (Carter, 1962, p. 2).

When the two book collections were combined at the Edith Bowen Laboratory School in 1957 as the Anne Carroll Moore Children's Library, Mrs. Carter became the first full time librarian. She and Mr. Russell Davis from the University Library planned the arrangement, chose the furniture and organized the materials in the new library. Mrs. Carter also developed the collection of mounted pictures, the vertical file which includes materials about numerous topics and the collection of maps (Carter, 1962, p. 1, 2, 4). She was always gracious to those who visited the library, and she combined her love for children with her love for high quality children's literature to enrich the lives of hundreds of young people and adults who entered her realm of books.

When Mrs. Carter retired in the spring of 1962, Mrs. Anna Marie Smith became the librarian. Mrs. Smith required serious eye surgery that fall, and Mrs. Joyce Ann Wood served as acting librarian until Christmas time (Table 6, p. 84). Mrs. Smith is a professional librarian who is skilled in human relations, and the library facilities

and services are growing steadily under her direction. University students have been hired to give part time help in the library since it was established in the Edith Bowen Laboratory School (Carter, 1962, p. 5).

Instrumental music instruction for interested students was started at the Whittier School with the help of Dr. N. W. Christiansen of the University Music Department. Mr. Elden Torbensen gave instruction for wind instruments, and Mr. Mischa Poznanski and Mr. George Pahtz later gave instruction for stringed instruments (Shaw, 1962, p. 20). After the School was moved to the Edith Bowen Building, stringed instrumental music was taught successively by Dr. Andrew J. Galos, Dr. A. L. Dittmer and jointly by Mrs. Barbara Miller and Mr. Richard G. Strawn (Staff, 1964, p. 1).

Instruction in the Spanish language was initiated on an experimental basis in 1958 when Professor Gordon Porter of the Modern Languages Department began the program in the third grade. One grade was added each year until grades three through six were included. Mr. Jesse Edlefson, a graduate student in elementary education, taught the classes during 1960-61; and Mrs. Jean Fadavi, a former secondary teacher of Spanish, carried it in the four upper grades for one and one-half years. Mr. Rey V. Belnap, undergraduate student of modern languages, taught Spanish during the next one and one-half years. The program is now under the direction of Miss Donna Rose, an elementary teacher who is doing graduate work at Utah State University (Table 5, p. 71).

An examination of Table 3, p. 37, will show that classes supplying special education for children have often been taught as summer demonstration classes. They have usually been taught by Mrs. Phyllis Publicover. Mrs. Publicover joined the regular Laboratory School staff as the teacher

of a learning adjustment class in the fall of 1963. A federal grant of $53,200.00 has recently been received by the University to further this work. Mrs. Winnie Mae Childs was employed in the fall of 1964 to teach a class for the hard of hearing: but she left in January, 1965, and Mrs. Wilma L. Newman replaced her.

Non-professional personnel

Personnel other than professional educators have given supporting service at the Laboratory School. They include the custodians, nurses, cooks, lunchroom supervisors, secretaries and playground supervisors. Their service is recorded in Table 7, p. 90.

The full time custodians who have served at the School have numbered only four (Table 7, p. 90). The School has been most fortunate to have men skilled in the care of the physical plant who have taken pride in its appearance and who, for the most part, have been happy to help teachers and students with special classroom projects.

Typical of the comments made about these gentlemen is a statement by Mrs. Addie L. Swapp concerning the first custodian, Mr. Walter S. Adams:

> Mr. Adams was a very personable...custodian. Children loved him. He loved them. He was so helpful in all the activities... and getting us our equipment and all of those things. He had a wonderful disposition. He was a very important part of the faculty. In all of our dealings as we were getting ready for cantatas, he was really one of the main persons who helped us through them. (Swapp, 1962, p. 8)

Their work at the Whittier included more general maintenance of the facilities along with the regular custodial duties. This was caused by two main factors. First, the building was owned by the Logan City Schools but used by the University. An examination of the Logan City Board of Education Minutes shows that there was a constant question as

Table 7. Non-professional personnel assigned to the Laboratory School.[a]

Year	Custodian	Nurse[b]	Food services manager	Food services assistants	Lunchroom supervisor	Secretary	Noon hour playground supervisor
1928	Walter S. Adams	Vera Klingman	None	None	None	None	None
1929	Walter S. Adams	Vera Klingman	None	None	None	None	None
1930	Walter S. Adams	Vera Klingman	None	None	None	None	None
1931	Walter S. Adams	Vera Klingman	None	None	None	None	None
1932	Walter S. Adams	Vera Klingman	None	None	None	None	None
1933	Walter S. Adams	Vera Klingman	None	None	None	None	None
1934	Walter S. Adams	Phyllis Pehrson (Harriett)	None	None	None	None	None
1935	Walter S. Adams	Phyllis Pehrson	None	None	None	None	None
1936	Walter S. Adams	Phyllis Pehrson	None	None	None	None	None
1937	Walter S. Adams	Phyllis Pehrson	None	None	None	None	None
1938	Walter S. Adams	Phyllis Pehrson	None	None	None	None	None
1939	Walter S. Adams	Phyllis Pehrson	None	None	None	None	None
1940	Walter S. Adams	Emma Smart	None	None	None	None	None
1941	Walter S. Adams	Emma Smart	None	None	None	None	None
1942	Walter S. Adams	Virginia Webb	None	None	None	None	None
1943	Walter S. Adams	Emma Cooper	None	None	None	None	None
1944	Walter S. Adams	Emma Cooper	Verda Blotter (Bundy)	Relda Jorgensen[c] Melita Pond Claris Felix Aileen Nye (Blotter) Mary Rice	None	None	None
1945	Walter S. Adams	Emma Cooper	Verda Bundy	Mary Rice	None	None	None
1946	Walter S. Adams	Stanna Roberts	Verda Bundy	Mary Rice	None	None	None
1947	Walter S. Adams	Stanna Roberts	Verda Bundy	Mary Rice	None	None	None
1948	Walter S. Adams	Ruth Brown	Mary Rice	Ruth Blotter	None	None	None
1949	Walter S. Adams	Luella E. Barlow Alice Andrews	Mary Rice	Ruth Blotter	Supervising teachers	None	None
1950	H. LeRoy McBride	Elizabeth Axelgard	Mary Rice	Ruth Blotter	Supervising teachers	None	None
1951	H. LeRoy McBride	Elizabeth Axelgard	Mary Rice	Ruth Blotter	Supervising teachers	None	None
1952	H. LeRoy McBride	Dorothy Kelker	Mary Rice	Ruth Blotter	Supervising teachers	None	None
1953	H. LeRoy McBride	Dorothy Kelker	Mary Rice	Ruth Blotter	Supervising teachers	None	None
1954	Orville Rolph	Dorothy Kelker	Mary Rice	Irene Johnson	Supervising teachers	None	None
1955	Orville Rolph	Dorothy Kelker	Mary Rice	Irene Johnson	Supervising teachers	None	None
1956	Orville Rolph	Luella E. Barlow	Mary Rice	Irene Johnson	Supervising teachers	None	None
1957	Orville Rolph	Luella E. Barlow	Mary Rice	Irene Johnson Carlyn Rowley	Supervising teachers	None	None
1958	Orville Rolph	Luella E. Barlow	Mary Rice	Carlyn Rowley Carol Smith	Larry Jacobsen	None	None
1959	Orville Rolph	Luella E. Barlow	Mary Rice	Carlyn Rowley Carol Smith	Supervising teachers	Dorene Dugmore	None

Table 7. Continued

Year	Custodian	Nurse[b]	Food services manager	Food services assistants	Lunchroom supervisor	Secretary	Noon hour playground supervisor
1960	Orville Rolph	Luella E. Barlow	Mary Rice	Carlyn Rowley Carol Smith	Supervising teachers	Margene Bingham	None
1961	Orville Rolph	Luella E. Barlow	Mary Rice	Carlyn Rowley Carol Smith	Supervising teachers	Sidney Parsons Elaine Johnson	None
1962	Orville Rolph	Luella E. Barlow	Mary Rice	Carlyn Rowley Connie Thain	Supervising teachers	Elaine Johnson	University students
1963	Garnel Poppleton	Luella E. Barlow	Mary Rice	Carlyn Rowley Connie Thain	Willidean Woodworth Rey V. Belnap	Elaine Johnson	University students
1964	Garnel Poppleton	Luella E. Barlow	Mary Rice	Carlyn Rowley Connie Thain	Michael Hoxsie	Elaine Johnson	University students

[a]Information secured from the Logan City Board of Education Minutes and personal interviews.

[b]Dates from 1934 to 1947 estimated by personnel of the Cache County Health Department.

[c]Four assistants alternated during part of the 1944-45 school year.

to whether the City Schools or the University should maintain the building. Secondly, it was off campus and detached from immediate University attention. The result was a broadening of the load of the custodians who were on duty at the Whittier, and they were not given help in the form of assistants (Staff, 1962, p. 2).

There is greater space in the new physical plant at the Edith Bowen Laboratory School, because other facilities have been added, and rooms are also provided for University classes. However, the use of modern building materials and the modern custodial equipment have made the surfaces much easier to maintain; the custodian has university student assistants; and the covering of playground areas with asphalt and grass has diminished the amount of dirt tracked into the building.

Other important factors are that the building is owned by the University, and it is directly across the street from the University Maintenance Building. The School now has excellent maintenance service, and the custodian is able to specialize in custodial services (Staff, 1962, p. 2).

The Laboratory School has utilized the services of the Logan City Schools' nurses since the School was first established in 1928 (Logan City Board of Education Minutes, 1928, September 18; Table 7, p. 90). The nurse has usually visited the School once each week but more often when needed or when helping with special health instruction. They have also given special help with immunization clinics.

No lunch program was available when the Laboratory School began. Those who brought cold lunches from home would eat in their classrooms (Swapp, 1962, p. 9). In the fall of 1932, "Mr. A. A. Firmage," then manager of the J. C. Penny store in Logan, "offered to provide soup for

the children who are compelled to bring their lunch to school. The handling of the same would have to be taken care of by someone appointed at each school for that purpose." (Logan City Parents' and Teachers' Association Council Minutes, 1932, November 10)

There were no kitchen facilities at the Whittier at that time. As in the other schools:

> The handling and serving of this was undertaken by willing mothers who heated the soup at their homes first then brought it to school and served it to the children who had brought their own bowls and spoons...Later the P.T.A. undertook canning of vegetables and cooperated in various ways to bring about the serving of hot lunches. (Logan City Parents' and Teachers' Association Council Scrapbook, Historical Review, front of 1938-42 Scrapbook) The empty pans were taken home to be washed (Garff, 1962, p. 5). After some experience, the P.T.A. Council officers reported the program to be a success. (Logan City Parents' and Teachers' Association Minutes, 1933, January 13)

When the food was first prepared at the School in 1944, Mrs. Verda Blotter Bundy became the first cook and she had assistants to help her (Table 7, p. 90). The facilities were antiquated, but they were gradually modernized (Thesis, p.141-143). The meals have become well balanced nutritionally and invitingly prepared by skilled cooks who are employed and supervised by the Logan City Schools.

Some foods have been supplied through the farm support programs of the federal government, and the resultant costs to students have been very low. Lunches have sold for twenty-six cents since 1963, and the large majority of the students have remained at School for hot lunch.

The cooks (Table 7, p. 90) have not only served quality meals, they have cooperated with the School and individual classes to help on special occasions and with class projects which have required kitchen equipment or services.

The supervision of the students during lunch time has commonly been assigned to the faculty. Principal Gene S. Jacobsen relieved the teachers of this added noontime load at one time by doing it himself until a teacher education major could be hired to supervise the lunchroom (Jacobsen, G., 1962, p. 8). The practice of hiring a special lunchroom supervisor was tried again during the 1963-64 school year when the immediate past president of the School's Parents' and Teachers' Association accepted the position. She moved away before the year was completed. The position was filled for the remainder of the year by the Spanish teacher. A University student became the supervisor in the fall of 1964. The crowding of large numbers of children into a lunchroom has created an unnatural situation, and the supervision of it has been a difficult assignment.

No secretarial help was assigned to the Laboratory School in the beginning (Felt, 1962, p. 6). Some part time help was made available during the later years, but a full time secretary was never assigned to the Whittier School (Shaw, 1962, p. 20).

When the total Elementary Education staff became housed in the new Edith Bowen Laboratory School, a full time secretary was employed (Table 7, p. 90). University students have also been employed as part time secretaries to complete specific tasks or to do general secretarial work for the staff. This has been a valuable service, and it has enabled the faculty to devote more time to professional matters.

Noon hour playground supervisors were added to the staff in 1962-63. Their purposes have been to initiate wholesome recreation activities during the noon hour and to give general supervision for the welfare and safety of the children on the playground. This has enabled super-

vision without cutting the needed noon break of teachers. It has been another opportunity for education students to have experiences with children and part time employment at the same time.

The non-teaching personnel have given valuable service to the children, faculty and toward the general improvement of the program at the Laboratory School. Additions to these groups have been added more rapidly since the School was established on campus (Table 7, p. 90).

Parents and Teachers Association

That the Parents' and Teachers' Association has played an integral role in the success of the Laboratory School is made evident by an examination of its efforts in support of the School's many programs. The Logan City Parents' and Teachers' Association Council was formally organized October 10, 1924 in order to more effectively coordinate the Parents' and Teachers' Association programs which were already functioning in the individual schools. Mrs. Addie L. Swapp, then principal of the Ellis School, became the first librarian (Logan City Parents' and Teachers' Association Council Minutes, 1924, October 10; December 5). When Mrs. Swapp became the assistant principal at the newly established Whittier Training School, it was natural for them to organize a Parents' and Teachers' Association that first year of 1928. The contributions of this organization in behalf of the Laboratory School have been legion. They have initiated new programs and given vigorous support to others.

Some of the Parents' and Teachers' Association supported endeavors recorded in the minutes of its Logan City Council and which have been directly beneficial to the Laboratory School have been the kindergarten movement (November 19, 1926; September 26, 1929), school librarians (October 26, 1928), hot lunch (November 10, 1932), improvement and super-

vision of playgrounds (March 9, 1933; March 12, 1935), student health (December 3, 1941), traffic safety near schools (November 6, 1946), school legislation (March 5, 1947), protection of children from obscene literature and art (March 7, 1951) and local school finance elections (April 9, 1954).

Other Parents' and Teachers' Association activities explained in its Logan City Council Scrapbook have been the school census to secure kindergarten funds (Logan City Parents' and Teachers' Association Council Scrapbook, October 14, 1929), Halloween Festivals (Historical Review in front of 1938-42 Scrapbook), understanding of child development and child psychology (April 29, 1940), beautification of school grounds (April 29, 1940), Christmas Cantata (December, 1940) and the Spring Festival (April 30, 1941).

The only known attempt to maintain a formal record of the Laboratory School's activities has been the scrapbook endeavor of the School's Parents' and Teachers' Association. The organization has also donated funds for the purchase of School equipment and to help purchase some of the art pieces which hang in the School.

Meetings have been held each month during the school year until the 1963-64 year. Another innovation was then initiated at the Laboratory School by limiting general gatherings to five occasions: an introductory meeting at the beginning of the year, the Halloween Festival, the Christmas Cantata, the Spring Festival and a final meeting to summarize the past year and to preview the next. This proved to be a satisfactory procedure and may very well become standard practice for this local group. The Parents' and Teachers' Association has sponsored grade level meetings at the beginning of the school year so that each teacher could interpret the year's program to the parents. The parents of each child have a

Table 8. Officers of the Laboratory School Parents' and Teachers' Association[a]

Year beginning	President	First vice-president
1928	Mrs. L. R. Humphreys	Mrs. Addie L. Swapp
1929	Mrs. C. J. Sorence	Mrs. Addie L. Swapp
1930	Mr. D. A. Swenson	Miss Frances Barber
1931	Mrs. P. V. Cardon	Mrs. Addie L. Swapp
1932	Mrs. E. J. Maynard	Miss Edith Bowen
1933	Mrs. Carl Frischknecht	Miss Edith Bowen
1934	Mrs. Clark Haskins	Miss Edith Bowen
1935	Mrs. E. L. Romney	Mrs. J. C. Hayward
1936	Mrs. J. C. Hayward	Mrs. George Wilkinson
1937	Mrs. L. D. Naisbett	Mrs. George Wilkinson
1938	Mrs. S. M. Budge	Mrs. Aaron Bracken
1939	Mrs. Paul M. Dunn	Mrs. Wilford Moser
1940	Mrs. Paul M. Dunn	Mrs. L. R. Humphreys
1941	Mrs. Charles O. Peterson	Mrs. Russell S. Hanson
1942	Mrs. J. Duncan Brite	
1943	Mrs. Dee A. Broadbent	
1944	Mrs. Roland Reese	Mrs. William Mortimer
1945	Mrs. H. Lorin Blood	Mrs. Lewis M. Turner
1946	Mrs. Lewis M. Turner	Mrs. Harold M. Peterson
1947	Mrs. Harold M. Peterson	Mrs. Wynn Thorne
1948	Mrs. Kenneth Lindquist	Mrs. Eldred L. Waldron
1949	Mrs. T. G. Malouf	Mrs. Marion L. Nielsen
1950	Mrs. Orson S. Cannon	Mrs. Marjorie Bennion
1951	Mrs. Kenneth Palmer	Mrs. Irving Wassermann
1952	Mrs. Larry Cole	Mrs. Robert Rust
1953	Mrs. Arden Frandsen	Mrs. Rush C. Budge
1954	Mrs. Newell G. Daines	Mrs. George T. Blanche
1955	Mrs. Sherman G. Eyre	Mrs. Ellvert H. Himes
1956	Mrs. Clair L. Payne	Mrs. Robert Rust
1957	Mrs. Ellvert H. Himes	Mrs. Arch McKinnon
1958	Mrs. Arch McKinnon	Mrs. Irving Wassermann
1959	Mr. Fred H. Thompson	Mrs. Guy B. Christensen
1960	Mrs. Guy B. Christensen	Mr. Howard B. Calder
1961	Mrs. Rex L. Hurst	Mrs. Wendell Roskelley
1962	Mrs. Calvin Woodworth	Mrs. James P. Neeley
1963	Mr. Charles W. Hailes	Mrs. David R. Daines
1964	Mrs. M. Ted Karren	Mr. Reed R. Durtschi

[a]Information from Logan City Parents' and Teachers' Association Council Minutes, Edith Bowen Laboratory School Parents' and Teachers' Association Scrapbook and personal interviews.

Second vice-president	Secretary	Treasurer	Historian
None	Mr. J. E. Powell	None	None
None	Mr. Wallace Secrist		
None	Mrs. Ray Beecraft		
None	Mrs. E. J. Maynard		
None	Mrs. B. L. Richards		
None	Mrs. David Jennings		
None	Mrs. Paul M. Dunn		
Miss Edith Bowen			
Miss Edith Bowen	Mrs. V. D. Gardner	Mrs. V. D. Gardner	
Miss Edith Bowen	Mrs. Bryan Wright		
Miss Edith Bowen	Mrs. Wilford Moses		
Miss Edith Bowen	Mrs. Farrell Johnson	Mrs. J. Stewart Williams	Mrs. Al Symons
Miss Edith Bowen	Mrs. John C. Carlisle		Mrs. Al Symons
Miss Edith Bowen	Mrs. K. R. Stevens		Mrs. Ruth Clark
Miss Edith Bowen	Mrs. Dee A. Broadbent		
Miss Edith Bowen	Mrs. Roland Reese		
Miss Edith Bowen	Mrs. E. C. Jeppsen		Mrs. H. Lorin Blood
Miss Edith Bowen	Mrs. Rudger H. Daines		Mrs. Harold M. Peterson
Mrs. Edith S. Shaw	Mrs. Newell G. Daines		Mrs. Antone Skanchy
Mrs. Edith S. Shaw	Mrs. Ace S. Raymond		Mrs. William Skidmore
Mrs. Edith S. Shaw	Mrs. William Skidmore		
Mrs. Edith S. Shaw	Mrs. John H. Laub		
Mrs. Edith S. Shaw	Mrs. Guy N. Cardon		
Mrs. Edith S. Shaw	Mrs. Owen Brown		
Mrs. Edith S. Shaw	Mrs. Max Brunson	Mr. E. K. Thomas	Mrs. George T. Blanche
Mrs. Fern S. Nicholes	Mrs. James L. Mielke	Mr. William H. Stell	Mrs. George T. Blanche
Mrs. Edith S. Shaw	Mrs. William McMurdie, Jr.	Mr. William McMurdie, Jr.	Mr. William H. Stell
Mrs. Edith S. Shaw	Mrs. Grant Sorensen	Mrs. Heber C. Sharp	Mrs. George T. Blanche
Mrs. Edith S. Shaw	Mrs. Vern H. Haslam	Mr. Vern H. Haslam	Mrs. Merlin Andrus
Dr. Gene S. Jacobsen	Mrs. Edmund J. Jensen	Mr. John Clay	Mr. & Mrs. Max Brunson
Dr. Gene S. Jacobsen	Mrs. J. Golden Taylor	Mrs. Charles A. Allen	Mr. & Mrs. Max Brunson
Mr. Arthur D. Jackson	Mrs. G. W. Neece	Mrs. Ace S. Raymond	Mr. & Mrs. Max Brunson
Mr. Arthur D. Jackson	Mrs. Don C. Carter	Mrs. Ace S. Raymond	Mr. Ivan Pedersen, Mrs. Jack Parry and Mrs. Odell Peterson
Mr. Arthur D. Jackson	Mrs. Devere Hansen	Mrs. Calvin Woodworth	Mr. Ivan Pedersen and Mrs. Paul Wuthrich
Mr. Arthur D. Jackson	Mrs. Clair Peterson	Mrs. Calvin R. Watts	Mr. Ivan Pedersen and Mrs. Paul Wuthrich
Mr. Arthur D. Jackson	Mrs. James L. Spindler	Mr. Theophil Erni	Mr. Ivan Pedersen and Mrs. Raymond R. Moore
Mr. Arthur D. Jackson	Mrs. Ray Haslam	Mr. Theophil Erni	Mr. Ivan Pedersen and Mrs. Raymond R. Moore

private meeting with the teacher at least twice each year, fall and spring, to plan for and evaluate the child's progress. The many Parents' and Teachers' Association officers who have given service are listed in Table 8, p. 97.

ELEMENTARY STUDENTS

Major outcomes desired for the students

The personnel who have had professional responsibility for the Laboratory School during its formative years and since that time have reported by personal interviews an extensive amount of information pertaining to the topics considered in this chapter. Where possible, the explanation of each topic represents a consensus of the many recorded reports. However, varied ideas and methods have been explored at the School; and it is possible that interpretations by some personnel would differ from those reported herein.

Children and the satisfaction of their intellectual, physical, emotional and social needs and capacities have loomed as the center of focus in the thinking and actions of those who have served at the Laboratory School (Carlisle, 1963, p. 3; Taylor, 1963, p. 6; Thesis, p. 8).

Professor C. E. McClellan stated that, "Their first concern was the welfare of the children, and they sought the latest and best methods of helping each child to become his best self." (McClellan, 1955, p. 4) Mrs. Florence Anderson Felt, the first grade teacher in the original faculty, explained their efforts as follows:

> Our main purpose was to see that these children were... learning something and that they were happy in this learning situation, that they were...progressing. We were interested in the whole child, developing a whole child that was well adjusted in every way...With the help of the training teacher, we were able to give quite a little individual attention to children who were having difficulties. (Felt, 1962, p. 9)

The importance of the child's attitude about himself, his relationships and his work was stressed by Miss Edith Bowen in her report of a

discussion with a member of her teaching staff. She said:

> We want the children to love to come to school; to feel at home here. So one of our goals is to understand children. Every child has different potentialities; but all children can be good citizens, whatever their potentials are. They can be good citizens in the sense of being straight forward, honest, having integrity and conforming to certain things that are necessary because of other situations. And I'm awfully strong in my feeling about that. Fear? Nothing comes out of fear but frustration for the child...They've got to feel a confidence in themselves, that they can accomplish, and that the world, the people in it, are not out to get them...I think the first thing to do in school is to establish confidence and have the child know that you respect him, that he is an individual who has contributions to give...

> We wanted our children to be self starters and not have to say to us every day, "What do you want me to do?", and, "Will this do?"

Mrs. Ellen Humphrey emphasized this when she said:

> I've heard Miss Bowen say many times to children, "Now you can amount to anything you set out to be. It takes lots of work and study. Work is hard, and study is hard, but it pays its dividends. Never be afraid. Don't let anyone break down your faith in yourself and your opportunities." (Humphrey, 1962, p. 6)

In a similar vein, Mrs. Alice Chase recalled that:

> Uppermost in the philosophy was that every child, regardless of his physical appearance, his mental status..., every child was an achiever. And that achievement was measured by evidence of that individual child's growth, not as he stacked up in an academic rat race...It was the job of the teachers to help him achieve to the best of his ability. (Chase, 1963, p. 6, 7)

The personnel have stressed the importance of the basic appreciations and skills. (Bowen, 1962, p. 18; Staff, 1962, p. 2) One of the most prominent single endeavors which has continued from the beginning of the Laboratory School to the present has been that of developing a respect for and enjoyment of quality literature. This has been made possible by the School's library which was begun during the first year,

1928-29. It is now one of the finest children's libraries in Utah (Carter, 1962, p. 6, 7; Logan City Parents' and Teachers' Association Council Minutes, 1928, October 26).

Along with the programs to help the students do their best in the several areas of the basic curriculum was the effort to give special attention to the natural talent tendencies of each child. The faculty members have regularly sought situations which would help the students to be inquisitive, creative and unafraid to try (Burke, 1962, p. 6; Shaw, 1962, p. 11).

Programs have been developed which would give students opportunities to gain insight and awareness of total school interactions, needs and efforts for improvement (Chase, 1963, p. 9; Taylor, 1962, p. 8). The students were not to be passive observers or mere puppets reacting senselessly to the jerk of a string. They have been welcomed as participants in total school projects which have been organized to student growth as functioning, cooperative and contributing individuals who would accept the responsibility to act according to the group's decisions. This approach of total school awareness and cooperative problem solving was particularly evident at the Whittier School (Bowen, 1962, p. 15-16; Pedersen, 1962, p. 6, 7; Shaw, 1962, p. 15). More deliberate action has been taken to develop it at the Edith Bowen School during the recent years.

The concepts mentioned thus far in this section have been woven into a concise statement of philosophy which was developed by the faculty and first published in 1960-61 as a part of the Edith Bowen Laboratory School's Handbook for Parents. This is the only recorded general statement of point of view for the School which has been found. The statement

is as follows:

WE ARE CONVINCED THAT:

Children should be taught to learn and work and play as good Americans.

Children should contribute their share of the world's work, and not be recipients of privileges only.

***

Every child is an individual and matures at his own rate.

Every child should be challenged, but not expected to reach goals beyond his capability.

The physical, social, mental and emotional growth of a child are inter-related.

No child should be discouraged through comparison with another.

***

Parents, teachers and children should plan a flexible school program to adjust to a changing community.

Teachers and parents should be aware that the school is only one of many social groups that contribute to the development of the child.

Teachers, parents, and children should be honest and courteous with each other.

***

Learning is most effective through first hand experiences, but vicarious experiences are important too.

Children should become particularly competent in the skills of arithmetic, reading, writing, spelling, speaking, and listening.

Children should understand and enjoy the cultures of the world through music, art, science and the social studies.

Children should share knowledge gracefully and appreciate the contributions of others.

Children should learn to accept constructive criticism and to organize their time and effort in an effective way.

***

> Children are unique individuals in their own right, and not merely miniature adults.

Curriculum and methods

The personnel of the Laboratory School have been enthusiastic when reporting their experiences with children and colleagues. This has been particularly evident when they have spoken in terms of their work with forward looking, child-centered curricula and methods.

Even though the basis for the School on the University campus has been its contribution to teacher education, the first concern has been the educational well being of the children in attendance. They were not to suffer because of unwise application of any phase of the teacher education program (Carlisle, 1963, p. 12; Logan City Board of Education Minutes, 1944, January 6).

The State curriculum guides have been used in planning the basic curriculum program at the Laboratory School (Garff, 1962, p. 10; Humphrey, 1962, p. 7). In fact, members of the faculty combined on the Utah State University campus with other educators in the State and prepared A Teaching Guide for the Elementary Schools of Utah which was published by the State Department of Public Instruction in 1941 (Bowen, 1962, p. 7; Humphrey, 1962, p. 7). Faculty members have served on State curriculum guide committees since that time.

The associations which the faculty members have experienced with elementary supervisors from the several areas of the State have also given them valuable opportunities to evaluate and plan the curriculum for the Laboratory School (Chase, 1963, p. 5-6).

The faculty members have consulted one another professionally in small groups and in a total group as they have sought answers to problems

with a particular child or the whole School. These discussions have been important aids to the structuring and coordinating of the curriculum (Humphrey, 1962, p. 7; Swapp, 1962, p. 11). The principals, too, have played an important role in curriculum development as they have carried out a firm kind of guidance within the framework of professional freedom (Bagley, 1962, p. 6-7; Chase, 1963, p. 7-8).

Pioneering in curriculum development in terms of child growth and development has been evident at the School from the beginning (Fox, 1962, p. 1; Shaw, 1962, p. 12, 20).

The area of social responsibility has received emphasis, and needed standards in school relationships have been fostered by and for children and adults. The enjoyment and creation of music, rhythms, art, poetry and dramatics have played important roles in the educational experiences for the students as individuals, as they have associated in the heterogeneous, self-contained classes and in the total School group (Chase, 1963, p. 7; Clark, 1962, p. 2; Shaw, 1962, p. 2, 20). Individualized reading was developed in the early years of the School, and it has continued (Fox, 1961, p. 7-25; Shaw, 1962, p. 20). Student research based on topics selected from the regular curriculum or from the special interests of the particular child concerned has held a place of prominence at the Laboratory School through the years (Carlisle, 1963, p. 3; Shaw, 1962, p. 20). The special cultural programs are more fully explained in the next section of this chapter.

Other curriculum areas have also received special exploration at the Laboratory School. Mrs. Fern Nicholes was released from her second grade teaching responsibilities in the afternoon during the early 1940's in order to give specialized art instruction in the several grades

(Nicholes, 1962,p. 12). Professor N. W. Christiansen of the University Fine Arts Department started during the late 1940's to teach a class in instrumental music for the elementary students who desired it, and the offering expanded in the years which followed (Shaw, 1962, p. 20). Small groups have continued to take advantage of this program. In the second year of the Edith Bowen School, Mr. Gordon Porter, a member of the Modern Languages Department, explored the teaching of Spanish in the third grade. The Spanish program has expanded each year, and all students from the third grade through the sixth grade now receive daily instruction in the Spanish language from a special teacher. An education adjustment class for emotionally disturbed children was added to the School in the fall of 1963 with Mrs. Phyllis Publicover as the teacher, and a class for hard of hearing children was started by Mrs. Winnie Mae Childs in the fall of 1964.

Instruction in manuscript as the basic style of writing was introduced into the lower grades within the first five years after the School's beginning in 1928 (Fox, 1962, p. 15), and it spread throughout the grades (Robertson, 1962, p. 2). Pressures from some parents and professional educators (Fox, 1962, p. 15) caused it to be de-emphasized to some extent in the upper grades. Extensive study of the matter was initiated and carried out by the 1963-64 faculty, and manuscript was again established as the major style of writing in all of the grades beginning in the fall of 1964. The transition to modern math started in the lower grades in the fall of 1961, and it became a total School program in 1964. An exploratory, individualized spelling program was initiated throughout the grades in the fall of 1964.

There has been deliberate action to extend students' experiences beyond the limits of text books (Shaw, 1962, p. 20; Taylor, 1963, p. 4), but it has been suggested that some areas such as arithmetic and language arts have required some kind of sequential development (Taylor, 1963, p. 4). There have been further suggestions during recent years that specific sequential development be extended and strengthened in other areas of the curriculum.

Methods have often been quite different from those found in the more conventional situations (McClellan, 1962, p. 6). The motivation to find, develop and apply new methods has stemmed from the personnel's basic attitude toward children. This attitude was explained by Dr. E. A. Jacobsen to the citizens of Logan in a public meeting held April 13, 1938. He stated that:

> In recent educational concepts, there has been a shift from an adult-centered philosophy of teaching to a child-centered viewpoint. The child holds a new position in our social scheme. In former times, children played no part in life; they were considered a menace, a bother, and adults wished to make the child an adult by the earliest and quickest way. A person was no good as a child; make him an adult, was the cry.
>
> He then explained how the characteristics of children were frowned upon. If they wanted to play, it wasn't good, because playing wasn't "grown-up." Childhood was minimized. Also children were born full of sin, as decried by an old religious belief, and the sooner they could boast adulthood, the sooner they could be relieved of the sin. Thus, education and society in general stressed adult values.
>
> But conditions in the world have been changing, asserted Dr. Jacobsen. More leisure time has come, machines have taken the place of men, and industry can no longer absorb youth, thus society is seeing the advantage in prolonging childhood.
>
> Also there has been a change in concept toward religious philosophy. It is now believed that everything is good as it comes from the Creator, but degenerates in the hands of men. Rousseau, John Dewey, and many others are responsible for this changing philosophy. The child is being given a new place in our social scheme.

> He then related how children, formerly prevented from expressing themselves in the true light of their ownselves, now are allowed to develop in their own bent. The child is not expected to imitate adults in everything he does. The things taught him in school aim to be meaningful and understandable in the light of his own experience, and the motive of fear in education is being driven out.
>
> The old idea of "We must be cruel to them to do them the utmost good," is being ushered out, Dr. Jacobsen said. There is coming an appreciation of child life.
>
> We have come to regard children in an entirely different light, he explained. Oh, we still crowd our activities with adult ways, standards, and ideals, and we still feel that the more quickly we can get childhood over the better.
>
> But we have come to believe that the child should act, not be acted upon. We allow him to express his interests; he is not a piece of plastic clay, inactive and inert, but something reaching out for his own interests, his own development. He is not passive. We must give him a chance to re-elect his own wants, to express himself. (Logan City Parents' and Teachers' Association Council Scrapbook, 1938, April 14)

One of Miss Bowen's efforts to inject excitement into teaching and learning experiences in Utah resulted in the State Department of Public Instruction's publishing of the pamphlet, Educative Elements in the Environment of the School Child of Utah. Miss Bowen said that:

> It was meant to counteract the humdrum. Routine teaching from day to day in the same way without much inspiration was pretty general in many places...They needed something to open their eyes to the glamour of teaching...It could be a wonderfully fascinating thing if we were dealing with the materials that the children could become interested in...The teacher could look for opportunities for experiences with the physical world, with people--past and present--and opportunities for esthetic experiences. (Bowen, 1962, p. 5)

More recently, Mr. Ivan Pedersen has stated that, "If there was a central theme, it would probably be that children were important, and that there were interest centered activities that seemed to motivate the learning in each room." (Pedersen, 1962, p. 2) Mr. Pedersen made another explanation of the attitude at the School toward the teaching

of children when he said:

> Pressures put on as pressures alone will almost always fail. I believe sincerely that this is true, and I believe that parents or teachers who nag a child to do better without understanding why he is not making progress end up with what we call an underachiever...Pressures may be positive if they are combined with motivation which arouses curiosity and interest and makes a child want to exert pressure from within himself to accomplish what he is eager and able to do... Motivation toward inducing inner pressure is much more effective and infinitely less in danger of backfiring. We must be sure that the motivations are toward a goal that is possible for this very youngster to achieve. By applying these other pressures, it just reverses the process, and the youngster can't achieve. He is very anxious to achieve, but the pressure is not coming from within, not from a sincere desire within his own self. And the thing that I would like to say is that this should come from real genuine interest on the youngster's part...I like to talk about the six "F's." There are three ways of teaching that I don't think are very good. They are fear, force and failure. More desirable would be the other three "F's" where we are firm, fair and friendly. (Pedersen, 1962, p. 9)

The prominent concept at the Laboratory School that each child has a right to his personal dignity was interestingly summarized by Mrs. Alice Chase when she commented about her experiences at the School. She said:

> I learned that the child and his work are precious, that I had no right to edit his poetry, his stories or repaint his picture. It was my obligation to help him to evaluate, to help him see ways to grow, but not to rob him of his selfhood. I learned at the Whittier that I had no right to rob the child of his dignity by shaming him, by hurting his spirit, by embarrassing him. I learned that I had no right to rob him of his integrity by forcing him to accept my idea when he cherished his own or by trying to mold him into a pattern which robbed him both of integrity and individuality. (Chase, 1963, p. 11)

An important guide at the School has been that each child must be accepted and have an opportunity to participate. A few must never be recognized or given opportunities to the extent that other are excluded (Taylor, 1963, p. 8).

The personnel have made efforts to recognize and satisfy the special problems and talents of each individual child (Christensen, 1962, p. 4; Fox, 1962, p. 1). Methods have been adopted or developed which would enable each child to be stimulated through success experiences which were meaningful to him and appropriate to his capacities (Garff, 1962, p. 10; Pedersen, 1962, p. 2). Activities stressing undue competition have been shunned in favor of those which have allowed all students to contribute, to realize achievement to the extent which they could and to feel that they were successful in an experience whether it was an individual or group project (Bowen, 1962, p. 6).

In line with these guides, student retentions have been recommended on a few occasions when the combined academic, emotional, social and physical factors have supported the action; but the practice has not been common at the School (Carlisle, 1963, p. 4-5).

Few points have been stressed so fervently or as often as the dedication toward freedom for creativity by teachers and students. This has ever been a basic tenet at the School, and it is closely related to the several concepts presented thus far in this chapter (Burke, 1962, p. 6; Jacobsen, G., 1962, p. 6; Robertson, 1962, p. 3). An important function within this meaningful and creative atmosphere has been the opportunity for students to share in the total School experiences, to help plan them, and to thrill at the positive activity and responsible citizenship promoted by intrinsic motivation (Bowen, 1962, p. 16-17; Fox, 1962, p. 8-9; Shaw, 1962, p. 15, 19).

The concept that was published in the School's 1960-61 Handbook for Parents stating that, "Learning is most effective through first hand experiences, but vicarious experiences are important too," had

long been a guide at the Laboratory School.

Professor C. E. McClellan and other personnel who pioneered the School were well acquainted with the educational philosophy of Dr. John Dewey and had studied under Dr. William Kilpatrick who taught that, "We learn to do by doing." (McClellan, 1962, p. 6; Nicholes, 1962, p. 4-5, 11) Of course this was never the total approach (Garff, 1962, p. 10), but it has been basic to the applied methods.

Extensive investigation and application of the activity or project method were carried out during the early years of the School (Logan City Parents' and Teachers' Association Council Scrapbook, 1930, March 5), and then the unit of work concept which was taught by the visiting professor, Dr. Morrison (Shaw, 1962, p. 11). There was a vast amount of student involvement in the planning and execution of ongoing and special activities which were filled with subject matter learnings and intrinsic stimulation for those participating (Swapp, 1962, p. 2).

The comments of personnel are replete with examples of projects. They include the building of Main Street out of boxes (Felt, 1962, p. 10), gathering apples and making jelly (Felt, 1962, p. 2), creating puppets with five control strings (Garff, 1962, p. 6). Other activities have been the building of a walk-in log cabin inside a classroom, a Dutch kermis (fair) and the meticulous following of Byrd's second expedition to the Antarctic resulting in the teacher's writing of the book, Antarctic Icebreakers. One group compiled a book of local pioneer stories told to the class by the older citizens who had experienced them, and the stories were then written on paper made by the students and bound (Fox, 1962, p. 3-12). More recently, invited guests have enjoyed the sour dough pancake breakfasts put on by Mr. Ivan

Pedersen's fourth grade classes. Community and University resource people have visited and contributed to classes on numerous occasions (Fox, 1962, p. 3-16; Nicholes, 1962, p. 4-5). In the fervor of such activities, it was neither possible nor desirable to maintain a strict daily time schedule for the study of the several subjects. Even so, specific instruction has been given in the particular subject areas. (Garff, 1962, p. 2; Shaw, 1962, p. 13-14).

It is admitted that there have been some tendencies to plan projects which were too difficult or to err in other ways due to the exuberance and dedication of the faculty members (Fox, 1962, p. 3; Garff, 1962, p. 2; Williams, L. L., 1963, p. 1). The dangers of overplanning have been diminished, however, by the services of the student teachers (Felt, 1962, p. 9; Jacobsen, G., 1962, p. 6).

The reasons for espousing the activity method so extensively were explained in an article by Miss Bowen and which was printed in the local newspaper. She wrote as follows:

> The wisest of the Greeks used to say that wonder is the mother of all science. No greater obligation rests upon the school than to keep alive the sacred spark of wonder with which all normal children are endowed. And right here is the point of departure between the old school and the new. Formerly all learning problems originated and ended in the teacher's thinking.
>
> The child's part became almost wholely a matter of taking dictated information resulting from another's experience. No process could be better calculated to stifle the spirit of inquiry, dull native, and curiosity.
>
> Recognizing the inadequacy of a method which stultifies the imagination, educators are very earnest in their endeavor to evolve a method which will utilize the natural tendencies of children to explore, to question, to verify, to experiment, construct, to create.
>
> One of the methods that has met with a great deal of success is the project method of teaching. To define this

method in a few words is to say that it is whole hearted purposeful activity on the part of the child carried on in a social environment. It may be listening to music, writing a story, learning the multiplication tables, constructing a house or any other worthwhile activity needed in the accomplishment of a definite purpose. So-called projects are units of work undertaken to clarity some concept or to satisfy some need felt by the learner.

Surveys of children's natural interests have revealed activities in which they can engage wholeheartedly and with purpose, furthermore no activity can be fully carried out without drawing heavily upon so-called subject matter. Valentines can't be mailed in the school post office without knowing how to write and spell the necessary words and understanding the numerical value of stamps. They can't be delivered by the child postman unless he can read. The song, "Postman, Postman, Have I a Letter Sir?" never takes on such meaning as when learned in this setting. Why Uncle Sam requires stamps to be put on letters, the different values required, his effective organization of work to insure certain delivery of mail, and an appreciation for the service rendered are all outcomes of the project, "Building a Post Office," to take care of the valentines that are made in the art class.

This type of work provides learning through first hand experience; it stimulates thinking about the very nature of the problems which arise, it necessitates planning to carry out suggested solutions, and valuable practical experience comes in the execution of the plans.

The practice in the exercise of initiative, persistence, dependability and cooperation, the sense of pleasure in accomplishment, the joy experienced in work, and the abiding interest established are not the least among the values accruing from such enterprises.

Drill loses much of its drudgery when it is seen to be necessary for the accomplishment of purposes. A child will practice his combinations voluntarily when he sees such knowledge necessary to his being chosen as the store keeper or the postal clerk; he will put forth greater effort in reading when a knowledge of that art is found necessary for the delivery of mail or to be the librarian for a week.

In short the working out of projects calls for much knowledge and many skills, and furnishes natural incentives for obtaining them.

In any up-to-date progressive school of the present will be found recognition of the principle that one of the great resources of education is play of the imagination.

> The comradship, the nature of the organization, the activities encouraged, all give unlimited possibilities for its exercise. (Logan City Parents' and Teachers' Association Council Scrapbook, 1930, March 5)

Various shades of child-centered teaching have been explored at the School through the years. The 1963-64 faculty members endeavored to describe their instructional practices in order to establish a basis for the evaluation of their own work. The introduction to the evaluation form states that, "This is a child-centered school with articulation from grade to grade in subject matter based on developmental and individualized methods." (Appendix, p. 201)

The point of view which has guided the personnel in their work with the students has also played an important role in reporting student progress to parents. The formal letter grade report card was used for the first two years, but it did not meet the needs of the Laboratory School program. Students were reported as satisfactory the third year; and in the fourth year, the faculty began to write narrative comments to the parents to interpret the children's school experiences. Then came the parent-teacher conferences to evaluate progress and to cooperate in projecting plans in behalf of the students (Bowen, 1962, p. 6; Humphrey, 1962, p. 9). After Mr. Thomas A. Taylor became a member of the Laboratory School staff, he wrote his master's thesis about parent-teacher conferences (Taylor, 1963, p. 7).

The concepts and methods considered in this section imply that unusual amounts of time must be spent by the teacher if he is to give adequate service. As extreme loads have made it difficult for the administrators to devote the needed amount of time to the program of the School, heavy non-classroom involvements within the profession and in the community have limited the time which some of the teachers could

devote to their classes. It is difficult to maintain a satisfactory guard against this, because the faculty members have been dedicated to and regularly sought out to give professional and community service (Taylor, 1962, p. 12). However, this is a problem which needs to be rectified and controlled in the future if quality concepts are to be functional in practice.

The point of view at the Laboratory School has stated that there is a great deal of interest in the whole child, but that academic achievement is its basic purpose. In terms of this, it is important to record that studies which have been made at the School show that the academic progress has been high in relation to other local schools and national norms (Carlisle, 1963, p. 4).

Special activities

The Laboratory School has been a productive spawning place for cultural programs which have persisted and are now traditional. Three of these special activities will receive major explanations.

The first such activity in each school year has been the Halloween Festival, a fun filled evening with tiny and tall spooky, costumed creatures rushing from one room of the School to another as they have enjoyed the eats and games. This function was created at the Laboratory School during its first years (Logan City Parents' and Teachers' Association Council Scrapbook, 1938, p. 1) through the efforts of the School's patrons (Fox, 1962, p. 2; Humphrey, 1962, p. 2). Multiple purposes motivated the sponsors, but two purposes have been particularly prominent. It replaced the formerly destructive Halloween night with an evening of vigorous and creative fun for whole families, and it took place within the confines of the School. Secondly, there has been an

effort to minimize or replace "trick or treating" (Logan City Parents' and Teachers' Association Council Minutes, 1955, October 5). These have loomed as its prime values (Humphrey, 1962, p. 3; Taylor, 1963, p. 8-9).

Along with the fun, there has always been the earning of some money. The proceeds were used to buy many books for the young but growing library during the first years. Since book funds have become available from University sources, the money has supported a high Parents' and Teachers' Association membership (Logan City Parents' and Teachers' Association Council Minutes, 1941, December 3) and the purchase of playground and other School equipment (Bowen, 1962, p. 9; Humphrey, 1962, p. 3). The funds also helped to purchase the oil portrait of Miss Edith Bowen in 1961 and the oil painting, "Coral Reef," in 1964.

The parents, for the most part, have planned and prepared the Halloween activities, carried out the work of the evening and reassembled the facilities to enable the resumption of school. Each room or school area has housed one of the activities such as games, movies, fish ponds, spook alley, fortune tellers, photos-while-you-wait, candy, baked goods, pop corn, doll clothes and supper for the families. Prices have been kept low. The children have designed and produced decorations and advertising posters appropriate for the occasions (Clark, 1962, p. 2; Parkinson, 1962, p. 6; Robertson, 1962, p. 1). The former students have established this evening as a popular time to find their way back to the School for a visit with friends (Bagley, 1962, p. 7; Bennett, 1962, p. 2).

This contribution of the Laboratory School had spread to some of the Logan City Schools by 1937 (Logan City Parents' and Teachers' Associa-

tion Council Scrapbook, 1937, October 27), and it was a general practice in the community's elementary and junior high schools by 1941 (Logan City Parents' and Teachers' Association Council Minutes, 1941, November 3; 1955, October 5). Logan City's officials and police officers have been so pleased with the positive results of the Festivals that they have sent messages of appreciation to the Parents' and Teachers' Association Council (Logan City Parents' and Teachers' Association Council Minutes, 1950, December 6; 1955, October 5). Former Laboratory School personnel have caused the Festival to be established in areas outside of Cache Valley also (Bagley, 1962, p. 7).

Miss Edith Bowen summarized the value of Halloween Festivals at a meeting of the local Parents' and Teachers' Association officers. She said:

> They are worth their weight in gold to raise the standards of the community. The financial end is of least importance. It is an evening of teachers, parents and children together. It is not a waste of time, but adds to the educational values. (Logan City Parents' and Teachers' Association Council Minutes, 1964, December 4)

At Christmas time, the Laboratory School patrons and friends have enjoyed the spiritually moving Cantata which is called, "The Prince of Peace." Its beginnings were created during that first year of the School, 1928-29, when Mrs. Addie L. Swapp collected a few Christmas songs around which a simple program was formed. The audience sat on chairs placed in the big center hall of the old Whittier School, and the double stairway at the front (west) became the stage. The costumes were simple at first, but the spirit was true to the season (Logan City Parents' and Teachers' Association Council Scrapbook, 1947, December 13; Swapp, 1962, p. 6, 10-11).

A deliberate effort to develop a proper atmosphere for the cantata became evident each year. Miss Bowen's special contribution was her reading of the story and sharing of the beautiful pictures in the Petersham's book, The Christ Child. She started early in December and visited each room daily to read to the children. "Just the inspiration of the book, the pictures and the language, meant a great deal. It was a spiritual experience for all." (Parkinson, 1962, p. 6)

True to the point of view at the School, every child participated (Logan City Parents' and Teachers' Association Council Scrapbook, 1940, December; 1947, December 12). All of the faculty members contributed ideas, helped the students with their costumes and parts and carried out her production responsibilities (Clark, 1962, p. 3; Parkinson, 1962, p. 7). A faculty member with special skills in music has been invited to conduct the program. This opportunity has come to Mrs. Addie L. Swapp, Mrs. Lenore Lewis Williams, Mr. Dean C. Christensen, Mrs. Edith S. Shaw, Mrs. Constance Nielsen Bagley, Miss Francine Wiggins, Mrs. Beatrice Murray, and Mrs. Helen J. Tanner. Faithful parents have been on the scene, as usual, to help supervise, make costumes, apply makeup and to give general support (Swapp, 1962, p. 9).

The cantata grew to become a vast and polished production. Practices with small groups and the whole student body have begun soon after Thanksgiving (Robertson, 1962, p. 1; Shaw, 1962, p. 14). There have been slight modifications from year to year, and the time came when sixth and some of the fifth graders received a special part as Mary, Joseph, kings, shepherds, prophets, heralds or angels. The kindergarten and first grade children, dressed in pajamas, have entered and sung their songs near the end; while all others have dressed in white robes as

worshippers. The latter were formerly called pilgrims (Shaw, 1962, p. 14).

The cantata became so large that it had to be moved to more spacious facilities. It has been held in the Little Theater on the second floor of Old Main, the old Logan Junior High School auditorium, the Logan L.D.S. Tabernacle and the large University auditorium in Old Main. It was presented in the Edith Bowen School auditorium in 1957, but the seating capacity proved to be too small (Humphrey, 1962, p. 2; Shaw, 1962, p. 6; Wiggins, 1963, p. 2).

Christmas programs of other types were produced for the four years from 1958 to 1961. In 1958, it was an afternoon program in the Edith Bowen School auditorium, and the theme was "Christmas Gift." A representative of each class placed a decorated box under the tree as a gift for the parents. This was followed by that class's part on the program.

During the next two years, the Laboratory School combined with the University Fine Arts Department for much enlarged productions held in the George Nelson Fieldhouse. The basketball court became the stage, and it was elaborately decorated and lighted. The University band, orchestra and choral groups all participated; and each group was allowed eight minutes. The 1959 theme was "The Gifts of Christmas;" and in 1960, "The Holy Night" was chosen. These two productions were mammoth in size, beautifully presented and fine opportunities for varied groups to combine in such extensive programs. However, those at or related to the Laboratory School took the position that this was not the children's program and that the School should have a separate one of its own.

Once again, in 1961, the Edith Bowen School auditorium became the setting for the Christmas program; and the theme was "Christmas Is

Christmas All Over the World." Over four hundred people watched from the auditorium and from bleachers placed in the multipurpose room which is on the opposite side of the stage. Each class moved from its room onto the stage to sing about and portray Christmas customs from particular countries.

Interest in the Laboratory School's traditional Christmas Cantata was revived in 1962. Old scripts and music scores were found, the special songs and narrations were learned, effective lighting was prepared by the fine arts faculty, and the bleachers and the giant star were set up in the large auditorium in Old Main. Beautifully colored and handwritten programs were prepared by the children for their families and special guests, appropriate photographs of the costumed children appeared in a full front page spread on the Herald Journal's Sunday "Society Section" and "The Prince of Peace" was staged again in all its splendor. If present sentiments prevail, it will continue year after year.

The final School wide activity with special traditional importance each year has been the Spring Festival. Here the delightfully happy atmosphere of spring has found expression in the lilting songs and dances presented in the open air by each class.

The Spring Festival was also started the first year of the Laboratory School by a pioneering faculty who held creativity by teacher and child on the pinnacle of respect. No general School planning took place during the first few years. They joined together in the area to the south of the Whittier School, and each class shared some of the songs and dances which they had particularly enjoyed during the year. The program of one year has never been quite like that of any other.

Each has been the creative outgrowth of the year's fine arts and cultural experiences (Felt, 1962, p. 4, 12; Swapp, 1962, p. 10; Taylor, 1963, p. 9).

Every child has not only participated in the Spring Festival, the children have been drawn into the creating of it (Christensen, 1962, p. 3); Swapp, 1962, p. 10). The colorful costumes have been simple in most cases, and the parents have proven their support by collecting or making them. Production costs have always been kept low (Robertson, 1962, p. 4; Swapp, 1962, p. 2).

The time came when the Whittier lawn was neither satisfactory for the staging of the growing production nor large enough to seat the many patrons and towns people who attended. It has since been held at the University's amphitheater. A choice contribution itself has been the beautiful setting of the amphitheater on the west slope of University Hill overlooking the tree studded city of Logan and green Cache Valley (McClellan, 1962, p. 8; Parkinson, 1962, p. 9).

The Festivals were developed around selected themes by the end of the first ten years. The names of traditional children's stories have often been selected, but it has also been common for themes to be coined at the School. Themes motivated the adding of total group songs to the individual class presentations, and those who have conducted the Christmas Cantata have usually directed the general School songs in the Spring Festival also (Christensen, 1962, p. 3). The development of themes also required continuity scripts to be written--usually by the faculty but at times by the students. Continuity parts have been played by selected students from the various grades (Taylor, 1963, p. 9).

Whether held in the evening or in the morning, the Spring Festival has drawn large crowds of friends who have expressed their appreciation for the entertainment and the creative experiences available to the children.

Other activities have become important and traditional at the Laboratory School even though they have not demanded the extensive preparations of the three explained above.

Students and faculty members have always gathered around the student decorated Christmas tree (Parkinson, 1962, p. 7) in the center hall of the Whittier School (Garff, 1962, p. 5) and later the foyer of the Edith Bowen School to enjoy group singing in a leisurely manner on the last few mornings before the Christmas holidays. A piano was played for accompaniment at the Whittier School, while Mr. Ivan Pedersen has accompanied the group with his accordian during more recent years. The parents have made a contribution at the Parents' and Teachers' Association sponsored Christmas Tea by setting a table with beautiful decorations and serving punch and cookies to each class. This has given the students opportunity to learn from social experiences (Shaw, 1962, p. 18).

Concerts by University and community people talented in vocal or instrumental music have been presented (Robertson, 1962, p. 5; Shaw, 1962, p. 20), and special services on important occasions have been uplifting (Shaw, 1962, p. 14). For many years the Laboratory School students saw the Strawbridge dramatic productions which were sponsored in Logan by the American Association of University Women and later by the Logan City Schools (Shaw, 1962, p. 20). The children joined in the Logan L.D.S. Tabernacle with other local schools to enjoy the annual

musicals sponsored by the Logan Branch of the Association for Childhood Education. The School was always invited to special lyceum programs when they were sponsored by the Logan City Schools (Shaw, 1962, p. 20). It has been the practice for the upper grades to attend the annual operettas at the Logan Junior High and Senior High Schools and for all of the children to attend the Children's Theater productions put on by the University Fine Arts Department.

General school problem solving sessions have been common during the years. The occasions have enabled adults and children to consider, attack and solve School needs or problems in a cooperative and meaningful manner (Pedersen, 1962, p. 7).

Total School outings have perhaps been some of the most unique functions attempted. Under Miss Bowen's guidance, the children rode in private cars to Logan Canyon, the Bear River Bird Refuge, Hyrum Dam or a local park to feast upon the beauties of nature and to learn of its secrets. They would return with specimens to examine and memories of fascinating experiences which projected them into creative writing or other activities within the classroom (Humphrey, 1962, p. 5; Shaw, 1962, p. 15-16).

Student selection and enrollment

The selection of students at the Laboratory School from the very beginning to the present has been based on the concept of heterogeneous grouping. Students have not been admitted nor turned away because of their high ability or the lack of it (Fox, 1962, p. 14; Shaw, 1962, p. 17). The final decisions about those to attend the School have been worked out in cooperation with the Logan City or Cache County School officials, depending upon where the students have had legal residence

(Carlisle, 1963, p. 7-8; Jackson, 1962, p. 4).

The original agreement with the Logan City Schools called for the students who lived in the natural attendance area of the Whittier School to continue there when it was organized as the Laboratory School in 1928. This policy was generally followed in successive years. Some parents have not agreed with the child-centered philosophy or laboratory type activities and have secured permission for their children to attend regular city schools (McClellan, 1962, p. 8). In contrast, others in the several areas of the community have requested the privilege of having their children attend the Laboratory School (Garff, 1962, p. 7; Humphrey, 1962, p. 2). The administration has endeavored to first admit those in the vicinity who desired to attend and those whose families were already in attendance. Other students have generally been admitted in order of application. Some special requests for admittance of certain children have come from administrative personnel on campus, but such a procedure has been the exception rather than the rule (Shaw, 1962, p. 17).

Enrollment records (Table 9, p. 124) show that only one kindergarten group was held until 1945. A second class was then organized and held during the afternoons. Only half of the children have been able to continue at the Laboratory School, because there has never been more than one class per grade in the first through sixth grades. To make the transition as smooth as possible, approximately half of the kindergarten children have been admitted from the Cache County School District where kindergartens have not been generally held during the regular academic year until the 1964-65 school year. Most of the County group would then enter the first grade classes in their respective

Table 9. Laboratory School student enrollments.[a]

Year beginning	Kindergarten Boys	Girls	Total	First Boys	Girls	Total
1928						
1929						
1930						
1931						
1932						
1933						
1934	a.m./p.m.	a.m./p.m.	Boys/Girls			
1935	(21)[b]	(12)	(33)	21	14	35
1936	6	15	21	21	12	33
1937	(17)	(15)	(32)	(20)	(17)	(37)
1938	15	9	24	(17)	(15)	(32)
1939	17	17	34	(18)	(14)	(32)
1940	15	12	27	20	14	34
1941	14	21	35	18	16	34
1942	13	10	23	17	15	32
1943	11	12	23	16	16	32
1944	9	15	24	19	16	35
1945	9/10	10/6	19/16	20	14	34
1946	9/10	7/6	19/13	20	13	33
1947	15/15	7/9	30/16	12	19	31
1948	12/9	12/10	21/22	23	13	36
1949	9/12	12/6	21/18	19	17	36
1950	13/11	10/8	24/18	22	13	35
1951	13/11	9/10	24/19	23	13	36
1952	11/8	10/13	19/23	20	12	32
1953	20	19	39	17	21	38
1954	9/8	9/10	17/19	15	16	31
1955	8/5	11/14	13/25	16	10	26
1956	9/8	9/12	17/21	11	20	31
1957	10/11	12/12	21/24	12	16	28
1958	10/8	11/12	18/23	16	14	30
1959	12/10	12/13	22/25	13	15	28
1960	13/13	12/13	26/25	13	13	26
1961	13/12	14/13	25/27	13	13	26
1962	14/14	13/12	28/25	14	13	27
1963	14/15	16/13	29/29	12	15	27
1964	15/15	11/10	30/21	14	15	29

[a]Information secured from annual attendance reports, promotion lists and roll books on file at the Logan City Board of Education Office.

[b]Numbers in parentheses are estimates.

Second			Third			Fourth			Fifth			Sixth			School Totals		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Totals
												17	16	33			225
												20	16	36			
												25	13	38			
13	23	36															
									16	23	39						
23	10	33	23	16	39	22	17	39	18	19	37	17	19	36	145	107	252
23	12	35	23	15	38	21	16	37	18	19	37	(18)	(19)	(37)	130	108	238
19	11	30	21	15	36	23	15	38	20	16	36	21	15	36	141	104	245
20	17	37	19	12	31	26	14	40	23	11	34	21	16	37	141	94	235
17	15	32	18	19	37	17	13	30	24	12	36	22	12	34	133	102	235
18	14	32	18	20	38	22	16	38	17	17	34	22	12	34	132	105	237
21	18	39	20	12	32	19	19	38	20	19	39	14	16	30	126	121	247
20	17	37	22	20	42	18	10	28	22	21	43	22	20	42	134	113	247
12	17	29	16	17	33	22	13	35	22	15	37	21	20	41	120	110	230
15	14	29	11	19	30	16	16	32	24	12	36	19	16	35	113	108	221
17	15	32	17	20	37	10	14	24	17	20	37	23	16	39	123	115	238
20	13	33	15	13	28	14	15	29	14	16	30	13	15	28	115	98	213
21	13	34	18	13	31	14	13	27	14	12	26	16	16	32	125	102	227
13	13	26	20	16	36	17	13	30	13	13	26	13	14	27	120	104	224
22	8	30	13	15	28	20	16	36	18	14	32	11	15	26	124	103	227
21	17	38	23	15	38	16	14	30	20	14	34	23	13	36	149	104	253
16	10	26	19	15	34	22	13	35	15	14	29	19	16	35	138	100	238
20	12	32	12	15	27	20	13	33	22	12	34	14	16	30	127	103	230
18	13	31	22	14	36	16	16	32	18	17	35	20	9	29	131	109	240
19	19	38	19	14	33	20	14	34	13	15	28	19	19	38	122	116	238
14	14	28	18	18	36	14	14	28	18	17	35	9	17	26	102	115	217
16	10	26	14	18	32	18	17	35	13	19	32	18	15	33	107	120	227
16	11	27	19	9	28	12	15	27	17	19	36	15	17	32	112	111	223
12	17	29	13	17	30	17	12	29	16	12	28	18	15	33	110	110	220
13	11	24	11	18	29	13	16	29	13	13	26	15	11	26	100	109	209
15	13	28	13	12	25	14	17	31	15	15	30	14	13	27	110	108	218
14	12	26	14	14	28	14	13	27	14	16	30	14	14	28	108	109	217
14	12	26	16	12	28	16	16	32	14	14	28	15	14	29	117	106	223
12	17	29	12	16	28	15	12	27	15	17	32	16	12	28	111	118	229
12	14	26	14	17	31	14	16	30	16	14	30	15	15	30	115	112	227

communities (Carlisle, 1963, p. 8). The extent to which the County's full kindergarten program will effect the double sessions at the Laboratory School is yet to be seen.

The selection practices were written into guiding policies when the School was moved to the Edith Bowen building (Carlisle, 1963, p. 7). The policies for 1964-65 are as follows:

> The admission policies to the Edith Bowen Teacher Education Laboratory School have been cooperatively established with the Superintendent of the Logan City School District. These policies will guide the admittance of all children attending the Laboratory School.
>
> 1. Children must be five by October 31st of the year of their entry to be admitted to kindergarten and six by October 31st for admission to the first grade. Rare exceptions to this policy may be allowed by the Admissions Committee.
>
> 2. Parents must present a birth certificate for all children entering the Laboratory School for the first time.
>
> 3. Each year students entering kindergarten and the fourth grade will be required to have a physical examination.
>
> 4. Class enrollments will be limited as follows:
>
> kindergarten and first: 24
> second through sixth: 28
>
> 5. The first grade section of the Edith Bowen School is made up from the previous year's kindergarten section; therefore, one section of kindergarten children will consist of students who normally would attend the Edith Bowen School and the other section will be made up of students who live outside the area served by the school.
>
> 6. Any children living outside of Logan City School District before being admitted to the Edith Bowen School will have to be cleared through the Superintendent of Logan City Schools and the superintendent of the district in which they reside.
>
> 7. An Admissions Committee will review all applications.
>
> 8. In reviewing applications, admission preference will be given in the following order:

A. Siblings or children presently enrolled in the Edith Bowen School
B. Siblings or children of former students
C. Children living in the area that would normally be served by the Edith Bowen School

In reviewing applications an attempt will be made to keep the groups balanced as evenly as possible among boys and girls. All other criteria being equal, the date of application will be given priority.

9. No applications will be accepted previous to the year the child will attend school. Applications will be accepted in the office of the Edith Bowen School from October 1st to June 1st of each year.

Application has been completed by use of the form, "Application for Admission," found in Appendix, p. 208 .

The University's original contract with the Logan City Schools for the lease of the Whittier School building required a minimum enrollment of one hundred sixty students (Utah State University Board of Trustees Minutes, 1927, November 5). Since the Laboratory School has had only one class per grade level, the one hundred sixty students would have required an average of twenty-seven students per class for the six grades or an average of twenty-three students per class if one kindergarten class was considered.

The fact is that, if the kindergarten is included, the total School enrollment has never dropped below two hundred; and the Laboratory School started its first year with two hundred twenty-five students (Logan City Board of Education Minutes, 1928, September 17). General records of the School's enrollment have not been found for the years from 1927-28 to 1934-35 inclusive. Personnel who served during that period have reported that the number of students averaged about thirty per class during the very first years (Garff, 1962, p. 11; Swapp, 1962, p. 5).

There was an attempt to hold the upper grades to about thirty and the lower grades near twenty-five (Bowen, 1962, p. 15), but it was difficult to do. Many more than that applied for admission, and the personnel were prone to take, "just one more," rather than to turn the children away. The repetition of this practice resulted in enrollments which numbered over forty students in some classes during the early 1930's (Fox, 1962, p. 6; Humphrey, 1962, p. 2; Table 9, p. 124).

Laboratory School attendance records have been filed at the Logan City Board of Education office since 1935-36, and the enrollment information since that time is recorded in Table 9, p. 124. An examination of the table shows that total School enrollments averaged almost two hundred forty students per year during the decade from 1935 to 1944, near two hundred thirty during the next decade and just below two hundred twenty students per year during the last decade, 1955-64.

The 1964-65 admission policies (Thesis, p. 125) state that class enrollment will be limited to twenty-four for kindergarten and first grade and to twenty-eight for the second grade through the sixth. Progress is evident (Table 9, p. 124), but successful efforts have been difficult when parents making application in behalf of children have been referred to the individual teachers for decisions pertaining to admission (Bagley, 1962, p. 9), and when the local District and University administrators have applied pressure to the Laboratory School administration to increase the number of students per class.

FACILITIES

Whittier School

The Whittier School (Figure 1, p. 129) was erected in 1908 (Logan City Board of Education Minutes, 1908, November 10) on the southeast corner of the intersection of Third North and Fourth East Streets in Logan, Utah. William Worley and P. C. Nelson built the original structure for the Logan City Schools. The cost was $20,800.00 for both the building and grounds (Logan City Board of Education Minutes, 1908, September 28).

It was a square, yellow brick building with four classrooms on each of its two floors, and the front faced to the west. The classrooms were separated by halls running from the large open area in the center of each floor to the four outside walls. All rooms had two exterior walls lined with high vertical windows. Access to the second floor was by a narrow single stairway in the east hall and by a double stairway at the west. Those on the west were built along each side of the main entrance to a landing above the door, and a wide single stairway then doubled back to the center hall of the second floor (Figures 2, 3, p. 130).

The University's interest in the building was recorded in 1926 as follows:

> Superintendent (Louis A. Peterson) reported that the Utah Agricultural College desire to use the Whittier building as a training school and for the privilege it is willing to pay $1,100.00, $500.00 toward maintenance of the school and $600.00 toward salaries of teachers. (Logan City Board of Education Minutes, 1926, August 16)

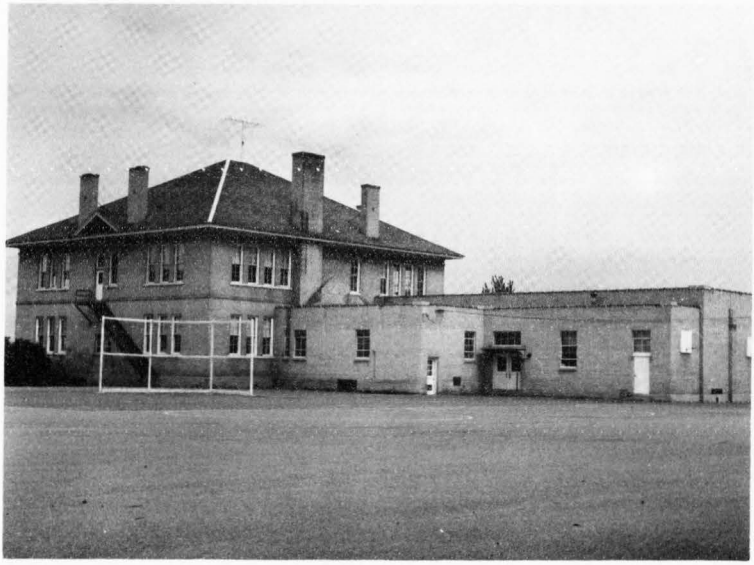

Figure 1. Exterior of the Whittier School. The flat roofed 1949 addition to the east includes lavatories, a kitchen and a multipurpose room. Evidence of the former annex can be seen at the back of the original building. Photograph by Ivan Pedersen.

Figure 2. Looking east in the lower hall of the Whittier School.

Figure 3. Looking west in the lower hall of the Whittier School. Photographs by Ivan Pedersen.

A contact which referred to extended opportunities for student teaching in the schools of Logan City rather than the direct rental of a building was made within a few days as noted in the following letter from the University to Superintendent Louis A. Peterson:

Dear Superintendent Peterson:

> For a number of years past the U.A.C. has had the privilege of training its prospective teachers in the city schools. The College is still in need of this cooperation with the city system. The undersigned was appointed recently by President (E.G.) Peterson to communicate with you and to submit to you the following proposition...
>
> In addition to the $500.00 which the College has been paying, President Peterson said I might offer $600.00 for the enlarged opportunities we shall need due to the closing of the B.Y.C. Training School...
>
> Sincerely yours,
>
> Henry Peterson
> Special Committee
>
> The privilege of training was granted subject to working out of details by Superintendent Peterson. (Logan City Board of Education Minutes, 1926, September 2)

Efforts to establish a student teaching arrangement which was satisfactory to both parties continued during the 1926-27 school year (Logan City Board of Education Minutes, 1927, May 27; October 6). An agreement for student teaching during the 1927-28 school year was accepted by the University on November 5, 1927 (U.S.A.C., Board of Trustees Minutes, 1927, November 5); and on the same day, an agreement for the lease of the Whittier School building, furniture and fixtures from the Logan City Schools beginning in the fall of 1928 was accepted by the Board of Trustees (Thesis, p. 11).

The Whittier School building was twenty years old when the University first occupied it as the Laboratory School. It was similar to other

schools built in the early nineteen hundreds (Robertson, 1962, p. 1), but it was not well suited to the plans of those directing elementary teacher education at the University (McClellan, 1955, p. 4). The small classrooms measured twenty-five feet and eight inches by twenty-six feet and eight inches and they provided little activity space. The old style desks were screwed down to the floors, and movable furniture pieces were not to be had at the beginning except in the lower grades (Garff, 1962, p. 4; Nicholes, 1962, p. 4; Swapp, 1962, p. 3).

The chalkboards were of poor quality (Bowen, 1962, p. 8), and neither closets nor general storage facilities were available for teachers or students (Christensen, 1962, p. 2; Garff, 1962, p. 3). The high windows made it difficult for small children to see the outside world (Bagley, 1962, p. 2), and the windows being on two sides of the room required the teacher to face the bright light (Garff, 1962, p. 2). The windows did enable cross ventilation however (Pugmire, 1962, p. 2). Some new books had been purchased (Felt, 1962, p. 2); but books, instructional equipment and general supplies were meager and had to be supplemented with those which had been discarded by other schools in the community (McClellan, 1962, p. 5; Swapp, 1962, p. 3).

The conditions of the general School facilities were similar to those of the classrooms (Bowen, 1962, p. 8). The first floor's northeast room, which did not house a regular class, had a small stage, an old piano and an old coal cook stove in it; and it was used as the music and multipurpose room (Garff, 1962, p. 4; Shaw, 1962, p. 3, 17). Larger gatherings for programs were held in the center halls, and the front stairway was used as the stage (Garff, 1962, p. 4; Swapp, 1962, p. 11). The combined office and supply room was in the east center area of the

second floor (Bennett, 1962, p. 1; Shaw, 1962, p. 4). The School's one electric light hung in the lower hall, and the little furnace room--lavatory annex was reached through a breezeway to the east of the main building (Bowen, 1962, p. 8-9; Shaw, 1962, p. 5).

The School was difficult to heat evenly because of the old heat registers and high ceilings (Rolph, 1962, p. 3). Noises in the building echoed from one area to another due to the absence of sound deadening surfaces (Bennett, 1962, p. 1). However, the personnel were grateful for the well kept hardwood floors (Bennett, 1962, p. 1; Bowen, 1962, p. 8).

The rough, dirt playground was dusty in the dry seasons (Logan City Board of Education Minutes, 1952, April 8) and muddy when wet. The playground equipment was meager. Grass had been planted in front of the School, and a few trees were on the grounds (Bowen, 1962, p. 9; Humphrey, 1962, p. 3).

The financial problems caused by the depression made it difficult to secure improvements in the facilities, because budgets were being cut rather than increased (Jacobsen, E. A., 1962, p. 6; Logan City Board of Education Minutes, 1931, June 15).

The fact that the Whittier School was no longer the total responsibility of the Logan City Schools nor owned by the University caused a more persistant problem (Shaw, 1962, p. 5). The minutes of the Logan City Board of Education are replete with reports which show that each party urged the other to shoulder the responsibility of financing maintenance and improvement projects. Neither was willing to give appreciable support to the Whittier School (Shaw, 1962, p. 9).

Improvement projects for the other elementary schools in the community were regularly listed as accepted parts of the Logan City Schools' budget; but beginning in 1928, the Whittier School was omitted year after year. Just as obvious was the absence of funds from the University (Logan City Board of Education Minutes, 1928, August 16; 1929, May 20; 1930, May 5; 1932, June 6, 1935, April 22; 1936, January 20; 1944, February 17).

The two examples which follow were typical of the exchanges which took place between the two parties:

(1) Superintendent reported a letter from President E.G. Peterson asking if the City Board of Education would consider making additions to the Whittier Building in which the U.S.A.C. Training School is housed. Letter referred to Superintendent Peterson for answer. (Logan City Board of Education Minutes, 1930, February 17)

Superintendent reported that he had notified President E. G. Peterson that the city had no funds at the present time with which to make additions to the Whittier School Building. (Logan City Board of Education Minutes, 1930, March 3)

(2) Mr. Berntson and Mr. McClellan representing the U.S.A.C. were present upon invitation to discuss the working relationship of the Training School to the city system...

President Hovey asked Dr. Merrill to lead in the discussion of the college assuming a larger proportion of the cost of maintaining the training school. In presenting the matter Dr. Merrill made comparisons of the cost assumed by the Salt Lake City system in maintenance of the U. of U. training school...The City assumes one-half or practically so of the operation costs while in Logan the City is assuming an amount equal to the average cost of operation in Logan City. Urged that the College take steps to assume a larger proportion of the costs.

Mr. Berntson stated that the College is not in a position to assume greater amounts than it is doing on the operation of the Training School. (Logan City Board of Education Minutes, 1931, June 5)

The personnel and patrons of the Laboratory School did not depend entirely upon the Logan City Schools and the University. They combined

during the first year to develop a School library. Each family was asked to donate one dollar for the purchase of books (Logan City Parents' and Teachers' Association Council Minutes, 1928, October 28). The University Faculty Wives' League gave money to help buy library books the first year, and the personnel at the Laboratory School also contributed books (Swapp, 1962, p. 3). The north hall on the second floor was partitioned off, and shelves were built along the walls (Robertson, 1962, p. 1). An important source of library funds for many years was the annual Halloween Festival (Shaw, 1962, p. 19). The library table was salvaged from the University library when the Library Building was erected on the east side of the campus quadrangle (Bowen, 1962, p. 10).

The print of a painting entitled, "The Red Deer," was the first art piece to be purchased; and it was hung in the library. The "Harvest," "Boats," "Sand Painting" and some Hopi Indian pottery were also purchased at the Whittier School (Bowen, 1962, p. 20; Shaw, 1962, p. 21-25).

Playground and other incidental pieces of equipment were secured with proceeds from the Halloween Festivals (Bowen, 1962, p. 9; Humphrey, 1962, p. 3; Logan City Parents' and Teachers' Association Scrapbook, 1938, November 3). Mrs. Ellen Eccles, mother of Mrs. Emma Eccles Jones who taught the kindergarten, had donated materials for the kindergarten and accepted Miss Bowen's invitation to donate some window seats which she was discarding. They were placed in the halls of the School so that small groups of students could utilize them as work centers outside of the classrooms (Bowen, 1962, p. 4, 10). The Whittier Parents' and Teachers' Association planned a landscape beautification program under the direction of Mrs. Laval Morris (Logan City Parents' and Teachers'

Association Scrapbook, 1943-44, Whittier P.T.A. Report). The Logan City Street Department helped by grading the playground one year so that an ice skating pond could be frozen (Christensen, 1962, p. 4).

The teachers planned and carried out some improvements themselves. Miss Thelma Garff designed a storage cupboard for her classroom. During the years which followed, similar cupboards were built in the other rooms (Garff, 1962, p. 3). Mr. Dean C. Christensen's class suggested that more storage was needed for the student's materials. The class raised sufficient funds to purchase lumber and paint; and the custodian, Mr. Walter Adams, helped them construct the open lockers in their classroom (Christensen, 1962, p. 2).

The financial value of the Whittier building was exceeded by only one elementary school in Logan according to a 1932 report which follows:

> Estimate of the present value of school buildings in Logan City:
>
> | | | | |
> |---|---|---|---|
> | Webster | -- $12,632.40 | Woodruff (old) | -- $67,966.92 |
> | Whittier | -- 33,589.76 | Ellis | -- 23,552.00 |
> | Wilson | -- 27,716.48 | Benson | -- 22,752.00 |
>
> (Logan City Board of Education Minutes, 1932, October 3)

Even though the building had a comparatively high value, the need of improvements was indicated by a 1933 survey. The survey was related to the National Recovery Act which supplied funds for the improvement of school facilities; and it reported the Whittier School as follows:

> 217 pupils enrolled.
> Two story, eight room structure, shingle roof, building in fair condition.
> Ventilation--through windows and transoms.
> Toilet facilities--poorly arranged.
> Grounds--fairly adequate for enrollment.
> Ceilings--high.
> Erected--1908
> (Logan City Board of Education, 1933, August 23)

Various answers to the problem of improvements at the Whittier were explored by the two institutions involved, and needs were gradually cared for (Bowen, 1962, p. 8; Jacobsen, E. A., 1962, p. 5-6).

Purchase of the Whittier building by the University was discussed in 1933 and again in 1934, but nothing definite was decided (Logan City Board of Education Minutes, 1933, November 2; 1934, November 19; 1934, December 3).

At the beginning of the 1935-36 school year, Dean E. A. Jacobsen met with the Logan City Board and submitted a written request for the shingling and wiring of the Whittier School building (Logan City Board of Education Minutes, 1935, September 20). A committee was assigned to investigate the situation, and their recommendation that the City Schools pay an estimated $800.00 for the shingling and leave the wiring to be assumed by the University was adopted (Logan City Board of Education Minutes, 1935, October 4).

The superintendent answered a 1936 request from the University for alterations at the Whittier by stating that, "There were no funds set up in the budget the present year for repairs to the building." He added that, "The Board feels that it is obligated to keep the building in a fair state of repairs but not to make alterations." (Logan City Board of Education Minutes, 1936, June 29) Mr. Harry Parker, superintendent of buildings at the University made another request the next month, and the Board of Education agreed to, "cooperate with the college in making necessary repairs at the Whittier School, that the amount of $250.00 or $300.00 be set up for repairs to be matched by the college." (Logan City Board of Education Minutes, 1936, July 9)

The 1937 application for improvements was itemized in the Board of Education Minutes as follows:

Install tack board on class rooms 368 square feet	$20.00
Lower stage floor and install new flooring	20.00
Install toilet for kindergarten classes	40.00
Cover table tops with linoleum 16 running yards at $2.25 Labor $14.00	50.00
Install 12 venetian blinds	144.00
Painting walls and ceilings, window sills and varnishing of outside doors	176.00
	$450.00

(Logan City Board of Education Minutes, 1937, August 19)

In accordance with the developing pattern, the Board of Education approved an expenditure of one-half of the total cost or $225.00 (Logan City Board of Education, 1937, p. 19). The paint had previously been a dark "schoolroom brown," and the new ivory color brightened the facilities and cheered those at the School. Funds were limited, so it took several years before the vast amount of woodwork in the building could all be painted ivory (Bowen, 1962, p. 8). The Board of Education allowed $200.00 for similar needs in 1938 (Logan City Board of Education Minutes, 1938, July 19).

The neighboring property owners, represented by John Q. Adams, secured the cooperation of the Board of Education in "laying a cement walk on third north between fourth and fifth east streets on the south side of the street. This is the block on which the Whittier School is located." (Logan City Board of Education Minutes, 1940, January 4)

The Board of Education again expressed a willingness to transfer the title of the School to the University in 1941 as recorded in the following quotation:

> Superintendent brought up for consideration, the physical condition of the Whittier School and explained that the Education Department of the U.S.A.C. are desirous of placing a request with the Governor for funds to remodel this

> building. Before placing the request the college indicated that it would be necessary for title of the property to be vested in the name of the college. The Superintendent recommended that the Board indicate a willingness to transfer title providing the college can guarantee to operate the building as a training school for at least 15 years and enroll 215 of Logan's students throughout the year. The Board expressed an attitude that it would be favorable to making the transfer of title providing it can be assured of protection on the college maintaining a training school for a period of years and providing the legal protection can be assured that students of the city will be cared for and should the college fail to maintain and enroll the required number of students the title would revert back to the city. (Logan City Board of Education Minutes, 1941, June 20)

The proposal was not carried out, and another request for improvements was sent from the University to the Logan City Schools in 1942. On this occasion, gravel was placed under the playground equipment (Logan City Board of Education Minutes, 1942, September 17).

What had become an annual contact by the University with the Board of Education was made in 1943 as follows:

> Dr. Jacobsen and Dr. Carlisle representing the Utah Agricultural College were present and presented a request for including the per capita costs of repairs to the Whittier School along with per capita costs of instruction and operation of the building in the contract for training school. The matter was discussed. Member Richards presented a motion that the chair appoint a committee to study the relationship between the College and the City Board...
>
> Dr. Jacobsen recited several items of repairs that would be desirable at the Whittier building among them, complete kitchen equipment for serving lunch to students, install new toilets, clean and repaint toilet rooms and classrooms, install room over boiler house for storage purposes.
>
> Member Merrill moved that the Board match up to $500.00 for maintenance on the Whittier building providing the College is willing to appropriate a like amount for the summer of 1943. (Logan City Board of Education Minutes, 1943, July 22)

Considerable planning for a new building was done by a joint University and Board of Education committee in 1944. As had been the case with

proposals for the purchase of the building by the University, the construction of a new facility was not carried out; and a request from the Whittier School for, "painting within the building for an estimated cost of $208.05," was passed by the Board of Education (Logan City Board of Education Minutes, 1944, August 3). During the next summer, 1945, the Logan City School Board hired the Olof Nelson Construction Company to level the Whittier playground (Logan City Board of Education Minutes, 1945, July 26).

Dr. John C. Carlisle was given a leave of absence from the University in February of 1945 to become the acting superintendent of the Logan City Schools. Landscaping and building improvements at the Whittier School were considered by the Board of Education that fall as follows:

> The thought was advanced that the training school should be provided with a building and surroundings comparable with other elementary schools of the city and while the college cannot provide a new or remodeled building for the purpose, it could enter into a contract with the city to reimburse the city over a period of years for funds used in remodeling the Whittier building to be used as a training school by the College.
>
> Dr. Carlisle discussed with the Board some urgent needs for improving housing conditions of school students:
>
> Whittier School is in need of sound deadening plaster on ceiling of rooms. Combination auditorium, playroom and kitchen. Enlargement of kindergarten room. Estimated cost of these improvements $25,000.00. (Logan City Board of Education Minutes, 1945, October 30)

The Board of Education secured funds from the Bureau of Community Facilities, a federal agency, for the drawing of plans for a major addition to the Whittier School and slightly lesser additions to the Wilson and Ellis Schools (Logan City Board of Education Minutes, 1945, December 11; 1946, January 8). Architect G. Wesley Schaub proceeded with the drawings (Logan City Board of Education Minutes, 1946, March 5).

While steps were being taken to secure the major addition to the building, smaller projects continued to be cared for. The sand box and a wooden jungle gym built around a tree had previously been placed on the northwest corner of the property. However, the growth of the tree had destroyed the floor of the jungle gym; and the area was too cold during much of the year. New equipment was added from time to time to the grass area south of the building (Bowen, 1962, p. 9; Shaw, 1962, p. 5). Funds for the repair of old playground equipment and the purchase of new facilities were received from the Parents' and Teachers' Association (Bowen, 1962, p. 9), the Logan City Schools (Logan City Board of Education Minutes, 1964, June 11) and the University (Shaw, 1962, p. 5).

Mrs. Edith S. Shaw, who was appointed principal of the Laboratory School in 1946, explained that they had preferred grass in the play area to the east of the building. However, the high gravel content of the ground made the care of lawn impractical (Shaw, 1962, p. 4); and the Board of Education employed the Olof Nelson Construction Company to lay an oil surface on a small area of the playground during the summer of 1947 (Logan City Board of Education Minutes, 1947, July 31; 1947, August 19).

The University offered that same year to supply, "Materials to cover the ceiling at the Whittier if the Board would assume the cost of installation." The estimated cost to the District was $1000.00, and the proposal was approved (Logan City Board of Education Minutes, 1947, June 10, Shaw, 1962, p. 4).

Soon after Mrs. Shaw became principal, the University assumed the cost of moving the office from the east side of the second floor to an enlarged area on the north side of the first floor hall (Shaw, 1962, p. 4); and the old office became the health and counseling room (Bagley,

1962, p. 2). The Board of Education later led out by placing a fence between the playground and the neighboring private homes (Logan City Board of Education Minutes, 1949, May 17; 1950, March 21).

Final plans for the new additions to the Whittier, Wilson and Ellis Schools were approved by the Logan City Board of Education on March 2, 1948. The cost of the Whittier addition was estimated at $50,000.00 to $60,000.00 (Logan City Board of Education Minutes, 1948, March 2; March 18; Utah State University Board of Trustees, 1948, May 29, p. 155). The general contract bid of Mr. Delbert Berntson was accepted (Logan City Board of Education Minutes, 1948, July 20), and the addition was completed for use by the fall of 1949 (Board of Education, 1949, January 18; July 12). The new facilities included a stage, multipurpose room, kitchen and lavatories (Shaw, 1962, p. 4-5).

Hot lunch, which was started in 1932 (Logan City Parents' and Teachers' Council Minutes, 1932, November 10), had originally been cooked in one of the neighboring homes and carried to the School in big pans (Garff, 1962, p. 5). The old coal stove on the stage of the music room was later used (Staff, 1962, p. 6), and the lunch was prepared in the new kitchen at the Adams School beginning in 1944 (Logan City Parents' and Teachers' Association Minutes, 1944, September 6). During these years, the students received the food in or next to the music room in the northeast corner of the first floor and returned to their rooms to eat. The new addition enabled the food to be prepared in a modern kitchen at the Whittier School; and the students ate at the tables in the multipurpose room (Humphrey, 1962, p. 7; Nicholes, 1962, p. 2). The City School District added a heavy duty stove and refrigerator to the Whittier kitchen in 1951 (Logan City Board of Education Minutes, 1951,

March 20).

While representatives of the University and the Logan City Schools continued to seek a satisfactory arrangement for the combined operation of the Whittier School, the purchase of the building and grounds by the University was considered again:

> Dr. E. A. Jacobsen, Dr. (John C.) Carlisle, Mr. (Russell) Berntson, Members (May) Simpson and (N. E.)Munk and the superintendent discussed a proposed contract with the college for the operation of the Whittier Training School and a contract for the transfer of the Whittier building and grounds to the college on a long term payment plan. The group discussed the appraisal of the building as set by Mr. Barker of $155,600.00 as replacement value, depreciated value for insurance purposes $114,700.00. The representatives of the college expressed a willingness to purchase the building and grounds on a long term contract... Member Merrill moved that the Board offer to sell the Whittier building and grounds for the sum of $130,000.00 on a 40 year plan with interest at the rate of two percent on deferred payments. (Logan City Board of Education Minutes, 1950, August 10)

Three weeks later, the superintendent reported that Dr. Jacobsen had refused to recommend to the University Board of Trustees that they purchase the Whittier School at the price offered (Logan City Board of Education Minutes, 1950, August 30).

The interests of both parties then turned toward the construction of a new Laboratory School, but improvements at the Whittier School continued to be requested.

A sprinkling system along the curb north and west of the building was installed in 1952 (Logan City Board of Education Minutes, 1952, April 22). Inside the building, the old desks which had been placed on runners were gradually replaced by modern individual desks which could be moved and arranged as desired (Shaw, 1962, p. 5). Instructional materials and equipment also continued to be secured under the direction of Principal Edith S. Shaw until the facilities were much improved in comparison to earlier years (Bagley, 1962, p. 1, 2, 7).

Edith Bowen School

A new building could not be seriously considered when the University first established the Laboratory School, because funds for any purpose were difficult to secure. The economic depression of 1929, which came just one year after the beginning of the School, extended the problem in degree and time. There was no choice but to carry out the new educational ideas the best they could in a physical structure of the "traditional school" (Jacobsen, E. A., 1962, p. 5).

Discussions and sketched plans for a new building caused excitement during the early years of the School, however (Fox, 1962, p. 13), and the faculty members were often asked by the leaders on campus to prepare plans. The faculty worked on plan after plan. A scale model of a proposed new building was constructed under the direction of Charlotte Anderson, the kindergarten teacher from 1937 to 1940 and whose father was an architect. The model was placed on display at a national conference on childhood education (Bennett, 1962, p. 2; Fox, 1962, p. 13; Humphrey, 1962, p. 2). Plans were made; but, as evidenced in the previous section of this chapter, they repeatedly ended with a few improvements to the old Whittier facilities (Humphrey, 1962, p. 3).

A 1944 report of the situation was as follows:

> The joint committee of the Utah State Agricultural College and the Logan City Board of Education...submit to each institution the following report:
>
> 1. That both institutions use their best efforts for the purpose of securing a new training school at the earliest practicable time...
>
> 2. That pending the erection of a new building for the training school the present contract for the use of the Whittier School be continued.
>
> 3. That the present practices of having the U.S.A.C. submit requests for maintenance projects at the Whittier

> School to the Logan City Board of Education be continued with the understanding that such requests are to be submitted on or before April 15th of each year. (Logan City Board of Education Minutes, 1944, January 6)

It was decided to remodel the old building rather than to continue thoughts of new construction at that time (Humphrey, 1962, p. 3). But the fervor for a new building did not die when the major addition to the Whittier was completed in 1949. After the University refused to purchase the Whittier building in 1950 (Logan City Board of Education Minutes, 1950, August 30), the attention of both the University and the Logan City Schools turned toward the joint construction of a new Laboratory School east of the campus (Logan City Board of Education Minutes, 1951, February 27). This proposal was further developed in October of 1951 as shown in the following record:

> Members of the Logan City planning commission...together with the Logan School Survey Committee...met with the Board to discuss...the merits of a new training school in the Mount Aire area as an alternate plan to expanding the Adams School. The feeling was that such a solution, if possible, would be a satisfactory one. The major question on such a school unit was whether the population trend in that area would justify it. The Zoning Commission suggested the following proposals:
>
> 1. That the College and the Board of Education prepare plans and request the next State Legislature to provide the funds for a College Training School to be located on college property in the Mount Aire area.
>
> 2. The School Board took the proposals under advisement pending a study of the census figures that will be completed in October; a further study and recommendation by the Logan City Survey Committee; and a study of the feasibility of getting a new training school established by the state. (Logan City Board of Education, 1951, October 9)

Many new homes were being built east of the University, and the citizens made contacts with the Logan City Board of Education to secure a new elementary school. However, they preferred a school which would be operated by the Logan City Schools (Logan City Board of Education

Minutes, 1951, November 13). The Board of Education continued to favor the joint construction of a School east of the University, and they estimated that it would require an expenditure of approximately $200,000.00 if they had to build it alone (Logan City Board of Education Minutes, 1951, November 27).

Superintendent H. Grant Vest discussed the possibility of a University owned Laboratory School to be built with funds from the State Legislature with President Louis Madsen in 1952. President Madsen expressed his support for such legislation (Logan City Board of Education Minutes, 1952, November 25). President Madsen continued to support the proposal according to a report by Dean E. A. Jacobsen:

> As he and I went down to appear before the Legislature and asked for this appropriation, there were other buildings in competition. The committee with whom we met said, "You're not going to get all of the money you've asked for. Which building are you going to have? Will it be a building other than education or your elementary training school?" Louis Madsen hesitated for a moment and looked over at me and said, "Well, children come first." That softened them down a little bit, and they said, "Alright, we'll make an appropriation for the School," which they did. But the first appropriation never materialized and it had to be repeated. (Jacobsen, E. A., 1962, p. 6)

The failure of the 1953 Legislature to appropriate funds for the new Laboratory School resulted in a return to efforts by the Logan Board of Education and the University to combine in the construction of a School which would satisfy the needs of both parties. Mr. Sherman G. Eyre, Logan's new superintendent of schools, suggested that:

> There were three possibilities:
>
> 1. The Board could proceed with the expansion of the Adams School as planned.
>
> 2. The Board could build a training school in the Hillcrest area with the college assuming the cost on a rental basis.

> 3. If the college were not agreeable to this plan, the Board could build a district school in the Hillcrest area or a primary school of three or four rooms. (Logan City Board of Education Minutes, 1954, January 26)

After further discussions between representatives of the Logan City Schools and the University, Mr. Dee Broadbent reported to the University Board of Trustees that:

> The Logan City Schools had made the proposal that we deed to them 7½ acres and the city would bond themselves for $340,000 for the construction of an elementary school and turn that school over to the College. We would then discontinue the operation of the Whittier School. The City Board would like us to pay 6% rent per year and then at such time as we could obtain appropriations, we would take title to the property and they would turn it over to us. This 6% would amount to approximately $20,000 a year. The maintenance on the new school would run about the same if not a little less than the present maintenance cost at the Whittier. (Utah State University Board of Trustees Minutes, 1954, March 8, p. 77)

Dean E. A. Jacobsen attended the University Board of Trustees meeting on May 22, 1954, in which there were recommendations in favor of a new Laboratory School to be located south of the Logan City Cemetery (Utah State University Board of Trustees Minutes, 1954, May 22). The State Legislature met again in January, 1955, and appropriated the funds for the new Laboratory School. The report to the Logan City Board of Education was made as follows:

> The superintendent reported that $500,000.00 had been appropriated by the State Legislature for a U.S.A.C. Training School. Should a unit providing for the enrollment of approximately 200 elementary school age children...be completed as is contemplated by the college in the college or Hillcrest areas, the building needs for Logan City at the elementary school level would probably be adequately met... The Board approved tabling any action concerning an elementary school in the Hillcrest area until more information is available concerning the proposed U.S.A.C. Training School. (Logan City Board of Education Minutes, 1955, March 22)

Interested citizens and the Logan City Board of Education initiated action the next month to purchase property east of the University on which the first phase of the Hillcrest Elementary School was constructed in 1959. (Logan City Board of Education Minutes, 1955, April 12; 1959, February 10)

The University Board of Trustees proceeded to acquire the property south of the Logan City Cemetery. The Logan City Commissioners were willing to exchange the land if they could be assured that the University would use part of the land for the elementary Laboratory School (Utah State University Board of Trustees, 1955, September 9, p. 207). Final action in securing the desired property was approved by the Board of Trustees after they heard the following report by Trustee Henry R. Hurren:

> Herewith is a copy of the minutes of a meeting of the Board of City Commissioners, Logan City, Utah, held at 3:30 p.m. on September 20, 1955. President Daryl Chase, Executive Assistant to the President, L. Mark Neuberger, Trustee Alma Sonne and the writer met with the Commissioners and the Mayor William W. Owens. We discussed further the exchange of property between Logan City and the Utah State Agricultural College which involved particularly the acquisition by the College of 18½ acres owned by the Logan City located immediately South of the Logan City Cemetery.
>
> After considerable discussion Commissioner Ben W. Evans moved that Logan City exchange the 18½ acres referred to for 32½ acres owned by the Utah State Agricultural College. Twenty acres are located on 12th East between 9½ and 10½ North, and 12½ acres are located on 16th East between 9th North and Ellendale Avenue.
>
> It should be recognized in this proposed exchange of property that the College is interested in acquiring 18½ acres from Logan City and Logan City officials are willing to consider the exchange only with the understanding that the elementary training school building be constructed on the property joining on the South the 18½ acres and including, if necessary, a part of the 18½ acres. Logan City officials were not interested in making the exchange on any other basis. While we endeavored to exchange the 20 acres for the 18½ acres, we recognized that

> after considerable discussion that this was not possible and it is the recommendation of the writer, and I believe Trustee Sonne and President Chase join in this recommendation, that the exchange of property be approved by the executive committee of the Board and the Board on the basis stated in Commissioner Evan's motion. (Utah State University Board of Trustees Minutes, 1955, September 27, p. 215-216)

The Laboratory School faculty had again been making plans for the new School building before the funds were appropriated by the Legislature (Taylor, 1963, p. 13). The addition of the seventh and eighth grades to the program was given consideration, but it was never carried out (Logan City Board of Education Minutes, 1955, March 22; Taylor, 1963, p. 14).

When the funds were definitely appropriated, Dr. Caseel Burke was named chairman of a general planning committee on which were representatives of the several University groups related to elementary teacher education (Burke, 1962, p. 5; Taylor, 1963, p. 14). Mr. Paul K. Evans of Salt Lake City was appointed to be the architect (Burke, 1962, p. 6; Utah State University Board of Trustees Minutes, 1955, August 13, p. 174), and he planned the general pattern of the building. The building was planned in a "U" shape with the classrooms for children in the north wing, the classrooms for University students in the south wing and auxiliary rooms were planned in the area connecting the two wings (Burke, 1962, p. 5-6; Taylor, 1963, p. 13). Miss Jessie Larsen of the Fine Arts Department planned the colors for the interior of the building (Carter, 1962, p. 5; Wiggins, 1963, p. 1).

The planning of the new Laboratory School building became a cooperative project. Other schools in Utah were visited by the faculty, the planning committee and the architect to find ideas (Burke, 1962, p. 6; Pedersen, 1962, p. 4). Each teacher had the opportunity to help plan

one or more of the special areas of the School (Wiggins, 1963, p. 1).

As principal of the Laboratory School, Mrs. Edith S. Shaw worked with the total faculty to plan the general areas of the new building; and she also counseled with the individuals who were planning the special facilities mentioned in the following paragraph (Taylor, 1963, p. 14).

Mr. Thomas Taylor moved his furniture into the multipurpose room of the Whittier School and experimented for several days with various arrangements and room sizes. This led to the spacious classrooms which are in the Edith Bowen School (Taylor, 1963, p. 13). Mr. Taylor also guided the planning of the supply and science rooms. Miss Evelyn Wiggins and Mrs. Alice Olsen Smith planned the faculty room, Mr. Ivan Pedersen the photographic dark room, Miss Francine Wiggins and Mr. Pedersen the playground, Mrs. Pearl J. Carter and Mr. Russell Davis of the University Library staff the library.

Each teacher was also given the privilege of selecting much of the furniture for his or her own classroom (Burke, 1962, p. 6; Wiggins, 1963, p. 1). Some proposed that a large storage room be placed under the stage, but extensive storage space was neither built under the stage nor on the ground floor (Jackson, 1962, p. 2; Taylor, 1963, p. 13).

Tentative drawings were approved by the Board of Trustees on October 14, 1955 (Utah State University Board of Trustees Minutes, 1955, October 14, p. 237); and in December of that year, the architect was sent the following request:

> Furnish the committee an estimate of the total cost of the building, broken down into major segments, i.e., construction, furnishings, landscaping, etc., in order that the college can be assured that the building can be constructed and equipped within the $500,000 appropriated by the Legisla-

ture. (Utah State University Board of Trustees, 1955, December 10, p. 260)

Trustee Hurren reported the next May that:

> The contract has been awarded to Ernest L. Stettler and Sons of Logan, Utah, for the construction of the Elementary Training School at Logan for $368,609. This was well within the money available and will provide adequate funds for furnishing and outside ground development. Construction has already started. (Utah State University Board of Trustees Minutes, 1956, May 25, p. 75)

President Daryl Chase's recommendation that the Laboratory School (Figure 4, p. 152) be named for Miss Edith Bowen was approved by the Board of Trustees in August, 1956 (Utah State University Board of Trustees Minutes, 1956, August 11, p. 137), and the construction was completed in May, 1957 (Utah State University Board of Trustees Minutes, 1957, June 15, p. 102). The University Plant Operations personnel then landscaped the grounds in a manner complimentary to the building (Jacobsen, G., 1962, p. 2).

The transition from the Whittier building to the new Laboratory School facilities was an extended process. On July 10, 1957, the Board of Trustees passed Trustee Henry R. Hurren's recommendation that:

> The administration be authorized to recommend to the State Building Board purchases of furnishings for the Edith Bowen Laboratory School...all items to be purchased where, in the judgment of the administration, a reasonable competative bid has been received by the Building Board, and that the balance of the furnishing account be transferred to the Utah State University where it could be expended, through the Purchasing Department of the Institution, for acquiring the balance of the furniture necessary to furnish the building. (Utah State University Board of Trustees Minutes, 1957, July 10, p. 137)

It was not until after this action that firm orders could be placed with the supply houses. Therefore, the new furnishings were delivered to the Edith Bowen School at various times during the first

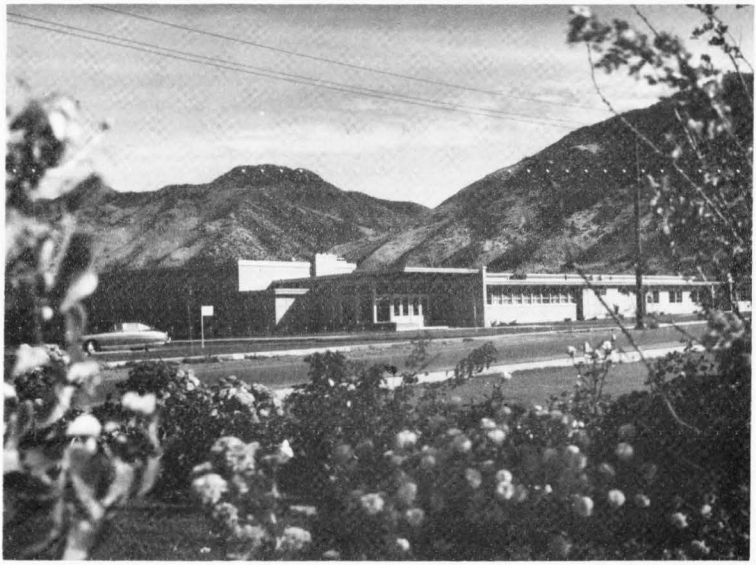

Figure 4. Exterior of the Edith Bowen School. Photograph by Ivan Pedersen.

school year, 1957-58 (Jacobsen, G., 1962, p. 1).

Some of the furniture from the Whittier School was placed in the new building that first year and has continued to be used (Pedersen, 1962, p. 2; Taylor, 1963, p. 13-14). Other old furniture was used in the Edith Bowen School only until the new furnishings arrived. The faculty members were kept busy during the year uncrating furniture and arranging it in the rooms (Jacobsen, G., 1962, p. 1-2; Wiggins, 1963, p. 1).

The dedication of the Edith Bowen Laboratory School did not take place until August 10-11, 1958. The service was held in the School auditorium. Elder Alma Sonne, member of the University Board of Trustees, offered the dedicatory prayer; and Dr. Lawrence G. Derthick, then United States Commissioner of Education, delivered the address. A response was given by Miss Edith Bowen (Edith Bowen Laboratory Parents' and Teachers' Scrapbook, 1958).

The personnel and patrons were enthusiastic about the new Laboratory School building and furnishings; the design and colors were delightful (Jacbosen, 1962, p. 2). Some of the novel features have been the modern library, spacious foyer with a fireplace, auditorium, stage and multi-purpose room to be opened into one continuous area. Lunch tables which fold into the walls were installed, and the adjoining kitchen was supplied with modern heavy duty equipment.

Other special features have been the audio-visual aids storage room, health room, science classroom, photographic dark room, large classrooms which measured thirty feet by thirty-eight feet with extensive bulletin board surfaces, a teacher's office adjoining each classroom, a piano in each classroom, doors from each classroom to the hall and playground, one-way vision observation booths for the kindergarten and first grade rooms,

a television system enabling pictures of classroom activities or from the various broadcasting channels to be projected onto a large screen in the auditorium and a closed-circuit telephone system connecting the classrooms and office. A well equipped playground area was surfaced with macadam, and an unusually large playground was planted in grass.

The offices for the personnel who were to teach University classes were placed in the front office suite, and the University classrooms were grouped in the south wing of the building.

The uses of some of the facilities have been limited because they were held to a minimum when originally installed. It has been unfortunate that only 182 seats were placed in the auditorium when the School has had an average enrollment of about 225 students. The closed-circuit television has not been used to an appreciable extent, because the scope of the camera is small. Also, the poor audio reception in the kindergarten and first grade observation booths has limited their use (Allred, 1962, p. 3; Taylor, 1963, p. 6).

The library has been a center of special interest. The development of the library at the Whittier School was explained on page five of this thesis. Another children's library was established on campus as a part of the main University library which was then housed on the third floor of Old Main (Carter, 1962, p. 3).

Miss Anne Carroll Moore, Superintendent of the Children's Room of the New York City Public Library from 1906 to 1941 and a prominent literary critic (Sayers, 1962, p. 4), taught Children's Literature at the Utah State University National Summer Schools in 1927, 1931, 1935, and 1938 (Utah State University Summer Bulletin, 1927, p. 15; 1931, p. 23; 1935, p. 17; 1938, p. 28). In preparation for her first visit to Logan, she

asked the publishers to send her six hundred of what she considered to be the best books published for children. They accepted her invitation, and she arrived in Logan with the books (Carter, 1962, p. 2; Sayers, 1962, p. 3). Teachers from the several parts of Utah and local parents and children enjoyed the collection during that summer (Sayers, 1962, p. 3-4).

Miss Moore donated the books to the University as the beginning of a children's library. The Board of Trustees' acceptance of the collection was recorded as follows:

> The Board of Trustees of the Utah Agricultural College accepts with profound appreciation the gift of books made to the institution by Miss Anne Carroll Moore, Children's Librarian of the New York Public Library, and a member of our visiting faculty during the summer of 1927.
>
> The Board desires to express through Miss Moore its cordial appreciation to the various publishers who cooperated so generously with the donor in providing the collection. The six hundred volumes of the collection form the nucleous of a standard modern library for children, the influence of which will reach not only our students but also the homes of the State. The Board wishes Miss Moore to regard its acceptance of the library as a pledge to observe carefully the conditions of the gift; namely, that the books are not to go into circulation but are to be reserved for library use and kept together in surroundings which are in harmony with their beauty.
>
> If in harmony with the wishes of the donor the Board of Trustees would be pleased to designate this gift as the Anne Carroll Moore Collection of Child Literature. (Utah State University Board of Trustees Minutes, 1927, July 19, p. 107)

Miss Moore accepted the designated name of the collection the next month (Utah State University Board of Trustees, 1927, August 26, p. 113).

Additions to the collection were donated by students in Children's Literature at first, but University library funds were later allocated for new books to be placed in the Anne Carroll Moore Collection (Carter, 1962, p. 2).

The Moore Collection was moved to the Library Building when it was constructed on the east side of the campus quadrangle in 1930 (Utah State University Catalog, 1937-38, p. 30), and the books were shelved in the spacious room on the south end of the main floor. That room was taken to be the Hatch Memorial Library for rare and valuable books, so the Moore Collection was transferred to the book room on the east end of the main floor of the Home and Family Living Building, then the Commons Building (Carter, 1962, p. 3).

Mrs. Pearl J. Carter explained that when the plans were being made for the library in the Edith Bowen Laboratory School, "Dr. Carlisle said, 'Make it a beautiful spot. We want a lovely library in that School'... Then they allotted...the best corner in the School for the library." (Carter, 1962, p. 4) The Whittier School Library and the Anne Carroll Moore Collection of Child Literature was combined in the Edith Bowen School as the Anne Carroll Moore Children's Library as noted on the bronze name plaque near the west door of the room (Carter, 1962, p. 2).

Two other special collections were housed in the Moore Library. The Edith Bowen Collection, donated by friends of Miss Bowen, had over four hundred books in it; and a sticker designed by Miss Jessie Larsen has been placed in the front of each book indicating its donor. A number of poetry books have been contributed in memory of the late Miss Bee Roberts, the original first grade teacher at the Edith Bowen Laboratory School (Carter, 1962, p. 6; Shaw, 1962, p. 20).

Related materials have also been housed in the Moore Library. The School's recordings, the mounted picture files, vertical files of miscellaneous materials, and a collection of prints of prominent paintings continue to be maintained there. The large collection of elementary

curriculum books was moved from the Moore Library to the newly enlarged University Library in 1963. Recently added to the Moore Library has been the international treasure chests, expanding collections of authentic items from many countries of the world. Any of the treasure chest items or collections may be checked out for use by Laboratory School or community groups (Carter, 1962, p. 3-4; Jackson, 1962, p. 4).

The Laboratory School building has been much easier to maintain than the old one (Staff, 1962, p. 3), and the University Buildings and Grounds personnel have given excellent service when repairs or improvements have been requested (Jacobsen, G., 1962, p. 2). The locating of the buildings within easy walking distance from the center of the campus has brought the Laboratory School and its personnel into a closer relationship with the rest of the University (Shaw, 1962, p. 9-10; Taylor, 1963, p. 10).

Some changes in the use of the facilities have taken place. The health room was changed into an office. Another office has been temporarily designated as a health room for the 1964-65 school year. The audio-visual storage room was also taken for use as an office, and the science room has been used for University classes and special education classes during most of the years. The science room became available to the regular Laboratory School classes again in October, 1964. The special education classes have moved into two of the classrooms in the south wing of the building which was originally built for University classes in elementary teacher education.

The stage curtain and cyclorama were purchased with University funds in 1962, as have many pieces of audio-visual equipment. The Laboratory School began in 1962 to receive National Defense Education Act funds which are enabling the purchase of extensive amounts of non-expendable

instructional materials and equipment.

Plans for a new wing to care for the needs of the growing program in special education have begun. The new Laboratory School addition is expected to cost approximately $500,000.00. Most of it is being requested from the Federal Government. Other funds are being sought from University and local sources (Staff, 1963, p. 8).

The art collection has been enlarged through the purchase of many new pieces with funds from Laboratory School student projects, the School Parents' and Teachers' Association and the School budget.

Other University facilities used by the Laboratory School

The Laboratory School program has not depended solely upon its own facilities and resources. University personnel from the several Colleges on campus have cooperated from the beginning of the School by explaining their programs and demonstrating their materials and equipment for the students and personnel. The classes of children have been welcomed into the University laboratories, museums and other places of interest. The amphitheater, little theater, main auditorium, swimming pool and field house are some of the University facilities which have been used for Laboratory School programs (Bowen, 1962, p. 9; Fox, 1962, p. 9; Nicholes, 1962, p. 4; Shaw, 1962, p. 6).

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APPENDIX

BIOGRAPHICAL INQUIRY FORM

A history of the Utah State University Laboratory School (Whittier and Edith Bowen) is now being written. Biographical sketches of the laboratory school personnel will be included in it. It is desired that each be complete and accurate. We sincerely urge you to be thorough in completing this form about your life and service. Please return it in the enclosed envelope by

1. Name in full--

2. Place of birth--

3. Date of birth--

4. Elementary schools attended

Grades	School	City and State	Years (dates)

5. Secondary schools attended

Grades	School	City and State	Years (dates)

6. Higher education completed

Degree	Institution	City and State	Year

7. Other colleges or universities attended--

8. Positions held at Utah State University

Position	Years

9. Positions held at other schools

Position	School	City and State	Years

10. Activities in professional, church or community organizations

Organization	Membership or Position	Years

(If more space is required, please use the opposite side of this form).

DEFINITIONS OF TERMS RELATED TO
THE LABORATORY SCHOOL

1. Professional laboratory experiences. All those contacts with children, youth and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

2. Laboratory School. Any school, public, or private, which a teacher-education institution utilizes as a resource for professional laboratory experiences. The committee recognizes these two main types of laboratory schools:

   a. College-controlled school. A school largely or entirely under the control of the college, located on or near the college campus, organized for the specific purpose of preparing teachers, with staff and facilities designed to serve this purpose. (This definition would include schools, sometimes entitled "campus school," "demonstration school," "model school," or "training school.")

   b. Cooperating school. A school used by the college to provide certain guided professional laboratory experiences for college students. This school is not administered, staffed, or under the major legal jurisdiction of the college. (This definition included schools sometimes designated "Off-Campus Schools.")

3. Student teaching. The period of guided teaching in which the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks.

4. Supervising teacher. A regular teacher in a laboratory school, as defined above, in whose classes college students observe, participate, or do student teaching. (This definition includes those teachers sometimes titled "Laboratory school teacher," "critic teacher," "demonstration school teacher," or "training teacher.")

5. Cooperating teacher. A regular teacher in a cooperating school, as defined above, in whose classes college students observe, participate, or do student teaching. (This definition includes teachers sometimes titled "Master Teachers," or "Critic Teachers."

6. College supervisor. An individual employed by the teacher-preparation institution to work cooperatively with supervising teachers and/or cooperating teachers to assist the student teacher in deriving the greatest possible values from his student-teaching experiences.

INQUIRY FORM FOR LABORATORY SCHOOLS

A. What is the official name and address of your laboratory school?

_____
_____
_____
_____

B. In what year was your laboratory school started?_____

C. Has a history of your laboratory school been written? Please mark one-- yes ☐ , no ☐.

D. If your answer to question C. is yes, please answer the following questions.
   1. In about what year was the history written?_____
   2. What is the name of the writer?_____
   3. What position did the writer hold at the time of the writing? Please mark or complete the one which applies.
      a. Laboratory school administrator_____
      b. Laboratory school teacher_____
      c. Graduate student_____
      d. Other (Please specify)_____
   4. What type of writing is the history? Please mark or complete the one which applies.
      a. Commercially published book_____
      b. Graduate thesis_____
      c. Non-thesis but thorough_____
      d. Limited coverage_____
      e. Other (Please specify)_____
      f. Number of pages_____
   5. What is the official name of the history?_____
      _____
   6. In what library (or other place) is the history kept?_____
      _____

E. If your answer to question C is no, please answer the following questions.
   1. Is a history of your laboratory school being written now? Please mark one-- yes ☐ , no ☐.
   2. If your answer to question E-1 is yes, what is the position of the writer? Please mark or complete the one which applies.
      a. Laboratory school administrator_____
      b. Laboratory school teacher_____
      c. Graduate student_____
      d. Other (Please specify)_____
   3. If your answer to number E-1 is yes, what type of writing is the history? Please mark or complete the one which applies.
      a. Commercially published book_____
      b. Graduate thesis_____
      c. Non-thesis but thorough_____
      d. Limited coverage_____
      e. Other (Please specify)_____

4. If your answer to E-1 is no, do you expect a history of your laboratory school to be written in the near future? Please mark one-- yes ☐ , no ☐ .
Comments_____

Please complete this simplified form and mail it to:

R. Eyre Turner
376 Lauralin Drive
Logan, Utah

LETTER OF INTRODUCTION FROM THE DEAN

For a number of years we have wanted to prepare a history of the Utah State University elementary teacher education laboratory school. Eyre Turner, who now teaches in the sixth grade, has accepted the assignment of doing this study as a Master's thesis. It seems to me he is very well qualified for the task, although I suspect before he gets through he is going to find that he has accepted a fairly major project for a Master's thesis.

As one very important source of data for the study, he hopes to secure information from former teachers and other professional personnel associated with the school. Of course, you are included in this list. He will likely get in touch with you. If he does, I hope you can find the time to answer his questions. Please feel free also to make any recommendations you may have in mind for the development of such a study. Your help will be greatly appreciated.

Sincere personal good wishes,

John C. Carlisle, Dean
College of Education

POSSIBLE TOPICS TO COMMENT ABOUT

(For your convenience, this general list has been prepared so that you can select the questions which you can most appropriately comment about.)

I. Introduction

A. What uses can you suggest for a history of the Utah State University Laboratory School?

B. Are there topics that should be added to this outline?

C. What data would be effectively placed in table form?

D. Are you aware of other minor or major writings about the school?

II. Background

A. What teacher training programs and facilities existed in Logan before that at U.S.U.?

B. What type of program in elementary education existed at the U.S.U. before the Whittier School was secured?

C. What national or local trends motivated the university's decision to start a laboratory school?

D. What actions or incidents do you recall about the preparations for, securing and opening of the school?

E. What has been the relationship between the school and Logan City Schools?

III. Facilities

A. What part of the present Whittier building was built when the University secured it?

B. What furniture, equipment and materials were used at the beginning of the school?

C. What can you tell about additions to the
   1. Structure?
   2. Classroom facilities and materials?
   3. General school facilities, equipment and materials? (Library, auditorium, etc.)

D. What were the grounds like when the university took over the school?

E. What additions and improvements to the grounds and playground do you know about?

F. What university facilities or equipment have been used by the school?

IV. Nationally Prominent Contributors to Directing Philosophy.

A. What are their names and personal backgrounds?

B. What are the achievements for which they are noted?

C. When were they on the U.S.U. campus?

D. What contributions have they made toward the development or functions of the laboratory school?

V. Personnel

What were the names, personal backgrounds, official positions, dates or service, status, representative salaries, philosophies of education methods and special achievements of the following?

A. Administrators

B. Teachers

C. Non-teaching personnel

VI. Teacher Preparation

A. What has been the role of the laboratory school in the university's teacher preparation program?

B. What activities have the university students experienced at the school?

C. What summer programs have been carried on at the school?

D. How did the number of university graduates in elementary education vary during your period of service?

VII. Elementary Students

A. What were the major outcomes desired for the students? Are you aware of any change in desired outcomes?

B. How was the curriculum content decided upon, and what was included?

C. What instructional methods were used? Was there a pattern to follow or was it left open to teacher decision?

D. What special school activities, programs and contributions to the community were experienced?

E. Where did the students come from and how were they selected?

F. What do you recall about class size and student body enrollments?

G. What former students of the school have impressed you by their achievements?

VIII. Auxiliary Organizations and Programs.

A. What part did the P.T.A. play in school activities?

B. How was the hot lunch program organized and administered while you were at the school?

C. What non-school purposes were the facilities used for?

IX. Special Materials

A. Do you have documents or records that could be used to make this history more complete and accurate?

B. Do you have photos of the school, personnel or activities that could be copied?

C. Do you know of other people who have the materials noted in "A" and "B"?

STUDENT TEACHER PERSONAL DATA FORM

_____( )
Last First Initial

UTAH STATE UNIVERSITY
Logan, Utah
Elementary Education

_____
Quarter for Student Teaching Year

PHOTO

Logan Address_____Telephone_____

Home Address_____Telephone_____

Age_____Marital Status_____

Name of Husband, Wife or Guardian_____

Number of Children_____Ages_____

Elementary Schools Attended and Location_____ _____

_____ _____

Secondary Schools Attended and Location_____ _____

_____ _____

Colleges Attended and Location_____ _____

_____ _____

Field of Concentration_____
or
Minors _____

Handicaps or limitations_____

_____

STUDENT TEACHING ASSIGNMENTS:

First Block_____ _____ _____
School Grade Teacher

Second Block_____ _____ _____
School Grade Teacher

First Teaching
Position_____ _____ _____
District School Grade

AUTOBIOGRAPHY
(To be written in student's own handwriting)

_____
Signature

ESTIMATE OF QUALIFICATIONS BASED UPON TRAINING RECORDS

Name_____ Subjects Taught_____ Grades_____

School where trained_____ Quarter_____ Year_____

	*1	*2	*3	*4		*1	*2	*3	*4
Personal Appearance					Interest in Pupils				
Personality & Poise					Understanding of Pupils				
Sense of Humor					Knowledge of Subjects				
Voice & Enunciation					Planning & Preparation				
Loyalty & Cooperation					Effectiveness of Methods				
Reliability					Power to Motivate				
Initiative & Resourcefulness					Pupil Control				
Vigor & Vitality					Care of Classroom Details				
Ability to take Criticism					Use of English				
Rapport with Co-Workers					Professional Conduct				

Key: *1 = Superior; 2 - Above Average; 3 - Average; 4 - Below Average

Probable Success as Teacher: Superior___ Above Av.___ Average___ Below Av.___

PLEASE SUPPLEMENT YOUR RATING WITH A BRIEF STATEMENT:

Signature_____ Institution_____

Position_____ Date_____

SUPERVISOR'S EVALUATION OF STUDENT TEACHER'S
PERSONAL AND PROFESSIONAL FITNESS

Utah State University
Logan, Utah
Elementary Education Student Teaching

The College of Education requests pertinent information from you regarding the progress of your student teacher during the current quarter. We share with you the mission of assisting students in achieving a satisfactory adjustment. One phase of their adjustment will be your evaluation of their progress, personal and professional. The following form has been designed to assist you in evaluating your student teacher. Although we shall consider your rating as strictly confidential, we encourage you to discuss it with the student teacher.

In instances where you do not feel qualified to give a rating, please leave the item blank. In instances where you wish to evaluate traits other than those included in the form, you are encouraged to utilize the blank space on the past page for whatever additional comments you wish to make.

NAME OF STUDENT_____Date_____

Evaluated by_____Grade_____School_____

District_____

PROFESSIONAL COMPETENCIES

1. Knowledge of Subject Matter
   _____5. Inadequate, has a very weak background.
   _____4. Effective only with prepared material.
   _____3. Has an adequate, but not extensive backgrounds.
   _____2. Is competent, deficiencies are rare.
   _____1. Has an exceptional background.

2. Judgment in Selection and Use of Curriculum Materials.
   _____5. Insensitive to children's interests and needs.
   _____4. Lacks judgment in selection and use of curriculum materials.
   _____3. Aware of and uses curriculum sources, local and state.
   _____2. Discriminating use of materials and methods.
   _____1. Adept and skilled in selection and use of curriculum materials.

3. Preparation for Classroom Activities.
   _____5. Is a poor planner__; trusts to luck__; rationalizes__.
   _____4. Amount and quality of preparation are unpredictable from day to day.
   _____3. Prepares adequately.
   _____2. Plans and organizes well.
   _____1. Prepares carefully, quality is excellent, plans are adapted to meet changing needs and circumstances.

4. Directing Discussion Groups.
   _____5. Is very ineffective as a discussion leader.
   _____4. Tends to dominate__; to be dominated__.
   _____3. Shows average skill.
   _____2. Is effective and rarely over or under aggressive.
   _____1. Is a skillful leader of group discussions.

5. Directing Other Learning Activities.
   _____5. Shows little if any interest or versatility.
   _____4. Tries hard, is interested, but lacks skill.
   _____3. Does an adequate job, but doesn't radiate enthusiasm.
   _____2. Is interested and quite successful.
   _____1. Directs activities naturally and effectively with maximum results.

6. Establishing and Utilizing Classroom Routines.
   _____5. Ignores the values of routines as a tool of learning.
   _____4. Utilizes routines in a hit-or-miss manner.
   _____3. Profits from routines, but needs to streamline procedures.
   _____2. Organizes and utilizes routines effectively.
   _____1. Utilizes the techniques of classroom management to the maximum.

7. Organizing for Classroom Management.
   _____5. Is unable to maintain effective discipline__; class is rowdy or cowed__.
   _____4. Maintains discipline at the cost of wholesome relationships.
   _____3. Maintains acceptable discipline.
   _____2. Has few disciplinary problems.
   _____1. Creates an atmosphere of mutual respect, discipline is no problem.

8. Understanding the Individual.
   _____5. Fails to recognize individual differences and needs__; over-individualizes at the expense of the group__.
   _____4. Administers only to obvious individual differences and needs.
   _____3. Administers to individual and group needs in an acceptable way, but still needs to improve.
   _____2. Is usually successful in meeting individual and group needs.
   _____1. Is successful in establishing a good balance in meeting the needs of the individual and the group.

9. Attitudes Toward Pupils
   _____5. Dominates and stifles the independence of pupils__; antagonizes__; is consistently much too friendly__.
   _____4. Occasionally permits excessive freedom of action.
   _____3. Strikes a fair balance between domination and familiarity.
   _____2. Encourages independence of action in most instances.
   _____1. Directs his efforts, by example and precept, toward situations which encourage independent thought and action.

10. Word Usage
    _____5. Vocabulary is small__; diction and grammar are poor__; excessive use of slang__.
    _____4. Considerable improvement is needed.
    _____3. Vocabulary, diction, and grammar are average.
    _____2. Vocabulary, diction, and grammar are above average.
    _____1. Vocabulary, diction, and grammar are excellent.

SKILL PROFICIENCY

1. Handwriting

	Cursive	Manuscript	Black Board
Illegible	5._____	5._____	5._____
Poor structural pattern	4._____	4._____	4._____
Legible	3._____	3._____	3._____
Uniform construction of writing	2._____	2._____	2._____
Excellent example	1._____	1._____	1._____

2. Spelling
    _____5. Completely unacceptable.
    _____4. Poor spelling sense__; unaware of difficulty__.
    _____3. Acceptable skill; recognizes need to improve.
    _____2. Competent, knows when to use dictionary.
    _____1. Excellent spelling skill.

3. Oral Reading
    _____5. Lacks expression__; poor enunciation__; faulty pronunciation__.
    _____4. Inadequate voice control__; fails to convey ideas and meaning__.
    _____3. Reads with moderate effectiveness and understanding.
    _____2. Read well.
    _____1. Creates delightful, interesting experiences.

4. Music
    _____5. Has no music background.
    _____4. Limited musical skill.
    _____3. Fair music background__; excessive use of piano or phonograph__.
    _____2. Adept skill in music instruction__; judicious use of pitch pipe__.
    _____1. Unusual skill and ability to motivate children and direct musical experiences.

RELATIONSHIPS WITH OTHERS

1. Relationship with the Supervising Teacher
    _____5. Makes himself obnoxious__; is quite insensitive to cues__; withdraws from unnecessary contact__.
    _____4. Tries to make a good adjustment, but doesn't know how.
    _____3. Has acceptable rapport.
    _____2. Has better than average rapport.
    _____1. Has the highest type of personal and professional relationship with the supervising teacher.

2. Relationship with Faculty Members
   _____5. Withdraws from association with faculty members.
   _____4. Is overly aggressive in contacts with faculty members.
   _____3. Has an acceptable relationship.
   _____2. Is well accepted.
   _____1. Has the highest type of personal and professional relationship with them.

3. Community Relationship
   _____5. Disinterested in community and campus functions.
   _____4. Excessive participation in out-of-school activities.
   _____3. Fair balance between student teaching and campus activities.
   _____2. Uses direction and discretion in his personal involvement in campus and community functions.
   _____1. Keen awareness of responsibilities and relationships to community and campus.

PERSONAL TRAITS AND QUALITIES

1. Professional Ethics
   _____5. Self-centered__; injures personality and relationships by malicious gossip__; betrayal of confidential information, etc.__.
   _____4. Tends to engage in idle gossip and related unprofessional behavior.
   _____3. Usually is ethical, but occasionally gossips or encourages thoughtless unprofessional behavior.
   _____2. Ethics are well above average.
   _____1. Is personally and professionally ethical.

2. Personal Appearance
   _____5. Is unkempt, careless and poorly groomed.
   _____4. Improvement is needed in dress__; in physical cleanliness __.
   _____3. Appearance is acceptable.
   _____2. Is neat and well groomed most of the time.
   _____1. Is regularly well groomed.

3. Poise and Confidence
   _____5. Is ill at ease__; fearful__; compensates by being over-aggressive__.
   _____4. Is poised only in familiar situations.
   _____3. Moderately confident.
   _____2. Has more poise and self-confidence than the average.
   _____1. Poise and self-confidence are unusual for his age.

4. Voice
   _____5. Speaks inaudibly__; in a monotone__; other speech distractions__.
   _____4. Voice is ineffective.
   _____3. Voice is acceptable.
   _____2. Voice is good, pleasant.
   _____1. Voice is unusually resonant, well modulated.

5. Enthusiasm
   _____5. Is apathetic__; listless__; or nervously excitable__.
   _____4. Lacks sparkle__; shows frequent signs of excitability__.
   _____3. Is interested and enthusiastic, but may lack discrimination as to time and place.
   _____2. Is enthusiastic and inspiring on appropriate occasions.
   _____1. Has a rare degree of enthusiasm, appropriately directed.

6. Sense of Humor
   _____5. Lacks a sense of humor.
   _____4. Has only a fair sense of humor.
   _____3. Has an appropriate sense of humor.
   _____2. His sense of humor is well above average. Pupils and teacher share his enjoyment of humorous situations.
   _____1. Has an excellent sense of humor and uses it with discrimination.

7. Reaction to Criticism
   _____5. Resents criticism__; reacts negatively__; is inconsiderate of the ideas of others__.
   _____4. Accepts criticism, but not too gracefully.
   _____3. Does not seek, but is willing to accept criticism.
   _____2. Seeks and accepts constructive criticism gracefully, usually profits from it.
   _____1. Considers constructive criticism as part of professional growth.

8. Dependability and Punctuality
   _____5. Is undependable__; unpunctual__.
   _____4. Can be depended on when impressed with the importance of the occasion.
   _____3. Is usually dependable.
   _____2. Dependability is well above average.
   _____1. Is an unusually dependable and punctual person.

9. Adaptability
   _____5. Is at a loss when unexpected situations arise.
   _____4. Adjusts slowly or poorly to the unexpected.
   _____3. Adjusts fairly well to the unexpected.
   _____2. Adjusts well to the unexpected.
   _____1. Is equal to almost any occasion.

10. Initiative
   _____5. Sits back and waits to be told__; takes entirely too much initiative__.
   _____4. Shows some initiative, but lacks judgment.
   _____3. Shows initiative often, although not consistently.
   _____2. Is a self-starter.
   _____1. Reveals an unusual balance of initiative and common sense.

11. Ability to Evaluate Self

_____5. Rarely if ever sees self in proper perspective.
_____4. Self-evaluation is unrealistic.
_____3. Understands self fairly well and often profits from this knowledge.
_____2. Usually makes responses as a result of self-understanding.
_____1. Has a keen insight into self and guides actions accordingly.

12. Physical Fitness

_____5. Lacks health__; vigor__.
_____4. Is subject to frequent colds__; ailments__.
_____3. Appears to have normal health.
_____2. Is physically fit.
_____1. Radiates vitality and physical well-being.

FINAL RATING

In the light of your over-all evaluation, how do you rate him as a prospective teacher:

_____Totally unacceptable.

_____5. Barely acceptable.
_____4. Somewhat doubtful prospect.
_____3. An average prospect.
_____2. A good prospect.
_____1. An unusually good prospect.

_____A rare find.

ATTENDANCE RECORD

Student Teacher _____ Quarter _____

Date	Monday	Tuesday	Wednesday	Thursday	Friday

Cooperating Teacher _____

Student teacher's record of attendance is kept by the cooperation teacher and handed to the campus supervisor at the completion of the assignment.

College of Education

Department of Elementary Education

Elementary Student Teaching

Guide For Cooperating Teachers

UTAH STATE UNIVERSITY
LOGAN, UTAH

TO COOPERATING TEACHERS:

Student teaching is the most valuable experience in the professional background of the prospective teacher. You, as a cooperating teacher, are the key person in this phase of the student teacher's preparation. The assistance you give him during the time that he is with you will greatly determine his effectiveness as a teacher.

The Elementary Student Teaching Staff of Utah State University values your cooperation and assistance. We appreciate the opportunity of working with you in this program.

Elementary Student Teaching Staff

A PHILOSOPHY OF STUDENT TEACHING

The purpose of student teaching is to provide the student with actual teaching experience under the supervision and guidance of experts in the teaching field. In this activity there is applied the principle of "learning to do by doing." The value of this type of learning, for the college student, or for the child in the elementary school, is determined by the quality of the experiences he receives. For this reason all persons or organizations having to do with this function are individually and collectively responsible for providing rich and worthwhile experiences for the student teacher.

It appears that there are five distinct persons or groups that are obligated to contribute significantly to the success of the student teaching experiences of any college student. Among these are the student himself, the teacher education institution, the supervisor of student teaching, the cooperating teacher, the participating school principal and staff. Some of the major contributions each of these persons or groups should make to the student teaching activity are suggested as follows.

THE STUDENT TEACHER

1. Should approach all his tasks with the realization that he has a deep obligation to the pupils in his classroom.
2. Should possess a genuine fondness for children and have a desire to help them with their problems.
3. Should plan carefully all his teaching activities with the help of his directing teacher and supervisor.

4. Should critically evaluate all classroom activities, and particularly those for which he is in any way responsible.
5. Should willingly accept the responsibilities given him.
6. Should seek to participate, insofar as possible, in all the activities of the regular teacher.
7. Should believe in the values of our society and exemplify these values in his daily life.
8. Should retain the attitudes of open-mindedness and willingness to learn.

THE TEACHER EDUCATION INSTITUTION

1. Should provide those experiences which will best help the student to be well prepared for his student teaching assignment.
2. Should attempt to assign student teachers with regard to the best wishes and interests of all concerned with the student teaching program.
3. Should help the directing teachers to understand the nature of the work expected of them.
4. Should provide the directing teachers with the supervisory assistance they desire in accomplishing their work capably.
5. Should recognize the value of the contribution the directing teachers and others in the public schools are making to the teacher education program.
6. Should require the student teacher to maintain at all times a professional attitude toward his work and toward those teachers and principals who are assisting him with it.

THE SUPERVISOR OF STUDENT TEACHING

1. Should acquaint the directing teachers with the objective of the student teaching program and the general policy of the Department of Elementary Education in respect to this activity.
2. Should make his services available to the cooperating teachers for whatever assistance they might request.
3. Should work closely with the cooperating teacher in helping the student to improve his teaching.
4. Should continually be aware of the measure of success being achieved by each student under his supervision.
5. Should regularly observe the student in his teaching and consult with him often concerning his successes and problems.
6. Should acquaint the students with the student teaching program and with the individual responsibilities and obligations the students have in it.

THE COOPERATING TEACHER

1. Should recognize in his assignment the opportunity to help improve the quality of teaching in our schools.
2. Should attempt to utilize the strengths of the student and to improve his weaknesses
3. Should be friendly, patient, and sympathetic with his assigned student, but should at all times insist on a high standard of professional conduct.
4. Should attempt to provide the student with effective experience in as many of the duties of teaching as is practicable.

5. Should provide the student with responsibility, under careful supervision, as rapidly as he is capable of accepting it.
6. Should do all in his power to help the student develop an enthusiasm for teaching.
7. Should assist the student to gain the respect and cooperation of the pupils.
8. Should assist the student in wisely evaluating all of his experiences gained in student teaching.
9. Should work closely at all times with the supervisor of student teaching and should seek his aid whenever it will contribute to the improvement of the student's teaching or his relations with the school personnel.

THE PRINCIPAL AND HIS FACULTY

1. Should help the student teacher feel that he is welcome and is of importance in the school.
2. Should attempt to discover and utilize any strengths the student may have that will benefit the school program.
3. Should provide the student with opportunity to participate in special school events, both during and after school hours.
4. Should assist the student to associate professionally and socially with the patrons of the school.
5. Should help the student develop a feeling of professional pride in his work as a teacher.

SUGGESTIVE SERVICES THAT THE COOPERATING TEACHER CAN PERFORM IN HELPING STUDENT TEACHERS

1. Acquaint the student teacher with the physical features of the room and instructional materials available.
2. Provide space for the student teacher to store his personal belongings.
3. Acquaint the student teacher with the school plant.
4. Aid the student teacher in becoming acquainted with the children in the classroom. It is advisable to have him examine each child's cumulative record folder at the school. The information disclosed should be confidential.
5. Point out important features of the instructional program.
6. Reacquaint the student teacher with the state and local courses of study.
7. Arrange for a one-hour, weekly conference with the student teacher.
8. Discuss with the student teacher your program, indicating to him your long-range goals for the year.
9. Review your plans with the student teacher will in advance and thereby encourage him to plan and prepare his work more carefully.
10. Give the student teacher an opportunity to observe you teach a particular subject before he is asked to present a lesson on that phase of the curriculum. Indicate to him your objectives.
11. Examine and discuss with the student teacher the lesson plans he has prepared prior to his instructional presentation. It is advisable to evaluate these plans with him at least a day in advance.

12. Cooperatively evaluate with the student teacher his work, so that he will be aware of the areas of his teaching that need special attention. This should be a frank and honest evaluation.

13. Acquaint the student teacher with all the reports and records that are expected of a regular classroom teacher. The student teacher should be impressed with the importance of these records and reports being done in a neat, efficient, prompt, and accurate manner.

14. Share jointly with the student teacher the routine duties to which you are assigned as well as the housekeeping responsibilities you have in your room.

15. Introduce the student teacher to other faculty members and encourage their friendship and cooperation.

16. Provide the student teacher with a separate set of text books, if possible.

17. Prepare for the student teacher's arrival by informing the pupils who the student teacher is and cooperatively determining how the class can assist in this teacher education program.

ELEMENTARY STUDENT TEACHING CHANGING ROLES

This chart shows the relationship of the student teacher to the supervising teacher as the student comes into the room, and how it changes through the teaching block, with each gradually moving into the role of the other.

SUPERVISING TEACHER RESPONSIBILITY	STUDENT TEACHER RESPONSIBILITY
Teach everything	Observe
In charge of everything; make specific assignments to student teacher such as those mentioned above; news, story, help with experiments, help a specific child with a problem, watch for ways of handling situations, etc.	Do specific assignments suggested by supervising teacher.
	Work with a child on experience already in progress.
	Work with one group on experience already in progress.
In charge of everything, but in group or in committee work assign one group to student teacher.	Begin to plan a block of work or learning experience that will involve all children in group, or committee activity. Teach a skill subject such as spelling.
In charge of everything. Assign an experience to teach a skill subject such as spelling; assign a large block of work as something for student teacher to begin planning.	In charge of whole block of work. Assign half the groups or committees to supervising teacher. Student teacher work with others.
In charge except for the time working on large block of work. This often takes large part of day. Handle at least half of the groups.	In charge of whole block of group or committee work. Assign just one group to supervising teacher.
Continue to assist with block of work. Work only with one group. Assign more in other activities.	In charge of half-day's work. Assign work to supervising teacher. She is a helper.
Work with group or individuals as a helper.	In charge of half day's work with supervising teacher observing but not helping if all goes well.
Observe	
Absent	Teach whole day without supervision if competent.

GUIDE FOR STUDENT TEACHERS

The following suggestions and requirements should assist the student teacher to achieve success and satisfaction in his student teaching assignment.

RESPONSIBILITIES

A. Ethical Behavior

Hold in strict confidence information from your observation and contact with the school, teachers, and pupils. You, as a student teacher and professional person, should avoid gossiping about, or criticizing the schools and their personnel. Any concerns or problems you encounter should be discussed with your teacher or campus supervisor.

Information found in each child's cumulative record folder which may be available to you, should be examined in the classroom and this information should be held in confidence.

Refer any inquiries concerning the children to the cooperating teacher.

B. Attendance

A student teacher is considered a staff member of the faculty to which he is assigned. Your daily attendance is expected unless you are ill. If you are unable to be in attendance please notify your cooperating teacher and campus supervisor prior to school time. As a staff member you will be expected to be in your classroom well in advance of the opening of school, and remain there at least one-half hour after the dismissal of school. This time is to be utilized in planning and preparing for your teaching.

C. Personal Grooming and Dress

As a professional person you will want to be exceedingly careful about your personal grooming and dress. This responsibility is so vital that it is emphasized here. Women should wear hose during the school day. Men should wear a dress suit, a tie, and a suit coat or sport coat. On occasions when a sport shirt is worn it is better to button the top button.

D. Observations

During the class period when you are observing you should:

1. Become acquainted with the children, learn their names, their characteristics, and individual differences.
2. Be aware of the teacher's objectives, plans, and methods used.
3. Be sensitive to the room environment and the contribution it makes to the teaching process.
4. Familiarize yourself with the total school program and aids to teaching within the classroom and the school.
5. Acquaint yourself with the organization and regulations of the school.
6. Establish wholesome teacher-pupil relations.

E. Planning for Teaching

Thoughtful preparation and planning for any teaching experience are necessary. Written lesson plans will be required and should be submitted to your cooperating teacher for his approval. This should be done well in advance of the teaching experience so that he will have an opportunity to recommend any changes he deems necessary.

Your campus supervisor will want to see these lesson plans at regular intervals. Consult the suggested outline for lesson planning found in this guide.

Library books, curriculum texts, music records, maps, pictures and other instructional aids are available at the Moore Library for your examination and use. Books in the curriculum library cannot be circulated.

F. Professional File

The professional file should include material which will be helpful when you have secured a full time teaching assignment. A suggestive list of items and a manner of organization will be discussed with you in Education 105.

G. Conferences

Plan for a one-hour weekly conference with your cooperating teacher. This will be in addition to the many informal conferences you will have.

Your campus supervisor will schedule conferences with you during the quarter.

H. Additional School Responsibilities

Since you are considered a staff member of the school to which you have been assigned you are generally expected to attend faculty meetings, PTA meetings, and other scheduled school functions. You will also be expected to assist your cooperating teacher in fulfilling the routine duties to which he is assigned. These duties usually consist of hall duty, playground duty, lunch room duty, etc. Classroom housekeeping is a joint responsibility of the student teacher and the cooperating teacher.

I. Out of School Activities

Use wisdom in scheduling your activities outside of the school. If you are to be successful you should be careful not to overload yourself with too many activities that will not contribute to your effectiveness as a student teacher. You should judiciously select and plan to attend any cultural activities at the University or in the community.

J. Transportation

If you are riding in a car pool it is your responsibility to share expenses. Plan your travel so that you can devote adequate time for conferences and school preparation.

INTER-SCHOOL RELATIONSHIPS

A. Principal

The school principal is responsible for the total instructional program within the school. He is therefore vitally concerned with the quality of teaching that takes place in the classroom. You will find that he is keenly interested in your professional growth and will be anxious to aid you in every way he can.

B. Cooperating Teacher

You will be sharing with the cooperating teacher the children assigned to him, his room, his philosophy, and his educational experiences. These should be respected by you. Any materials that you use belonging to him or the school should be used with care. At the completion of your assignment these materials should be returned. The teacher is working in the capacity of a cooperating teacher to assist the profession and as a courtesy to you, and to the University. Since the cooperating teacher is legally responsible for the instruction of the children assigned him, you must plan carefully with him to protect his interests.

C. Other Faculty Members

It will be to your advantage to become well acquainted with all members of the faculty to which you are assigned. Your association with them will provide an opportunity for you to become informed about the total school program. Consider your acquaintance with them as a privilege and an obligation.

SCHOOL LUNCH

During your student teaching experience you will have the opportunity of eating in the school lunch room. Each student teacher is expected to pay for his own lunch.

PLANNING FOR TEACHING

Thinking Ahead In Lesson Planning

1. What is the nature of the group in relation to its size, the individual differences of pupils, and their previous experiences?
2. How can I relate this classroom experience to previous class work and to future class work?
3. How can I use audio-visual materials as a teaching aid instead of an entertainment device? If I use audio-visual aids will they actually add to or detract from the lesson?
4. What method of presentation should I use? Am I varying my teaching methods enough so that both groups and individuals are interested?
5. Will the cooperating teacher be present while I am teaching? If so, under what conditions will he want to participate? How can I bring him into the learning situation naturally when I need him and still maintain my leadership role?
6. Have I anticipated the problems, emergencies and interruptions that may arise?
7. What are my long-range objectives?
8. What immediate objectives and concepts will I need to develop?
9. Have I anticipated and located the materials of instruction, texts, and references for this lesson?
10. What changes do I hope to bring about in the pupils': skills, attitudes, understandings, and behavior?

EVALUATION OF THE TEACHING-LEARNING EXPERIENCE

1. Was the time utilized profitably?

2. What kind of pupil involvement was demonstrated?
3. How well did I anticipate the problems and emergencies that arose? Did I handle them wisely?
4. Were my methods and instructional materials suitable and effective?
5. How well did I meet the needs of individuals?
6. What indication makes me think that I achieved my goals?
7. How would I improve this teaching-learning experience?

A SUGGESTED LESSON PLAN FORM

EXPERIENCE (subject or activity) _____

DATE _____ TIME _____

_____

_____

OBJECTIVES[1] TEACHER PUPIL
(Should be stated in terms of long-range and immediate goals)

PROCEDURES AND ACTIVITIES

INSTRUCTIONAL MATERIALS

ASSIGNMENT

EVALUATION[2]

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[1]Pupil objectives should be stated in terms of: understandings, attitudes, skills and behavior.

[2]The evaluation must be in terms of the objectives. Future plans should be made in terms of the evaluation.

EDITH BOWEN SUMMER DEMONSTRATION SCHOOL
Utah State University
*Student Registration Form

Date_____
Currently enrolled in grade_____
School now attending_____

Child's name_____ Sex_____ Age_____

Address_____ Telephone_____

Enrollment requested for admission to_____
(class)

Place of birth_____ Date of birth_____

Name of parents (or guardian)_____

Occupation or working place of parents (or guardian)

Father_____ Phone_____

Mother_____ Phone_____

Number to be called if parents cannot be reached_____

Family doctor_____ Phone_____

Dear Parents:

Throughout the summer session the Edith Bowen School may extend the classroom into the community.

The teacher may take her class on educational walks to factories, libraries, fire departments, the post office, other places of business and entertainment, and exhibits in various parts of the campus and city. Occasionally, this may involve transportation by private vehicle. Each trip is planned by teacher and students and is taken with the consent of the principal. The school's physical education program also includes swimming on certain days during the week.

No child may participate in the above activities without the written consent of parents.

To prevent a repetition of note sending, may we have you signature on this note giving consent for your child to go on well-planned, approved,

educational excursions from school and to participate in the planned physical education program during the summer session.

Sincerely,

Arthur D. Jackson
Director

Child's Name_____
Parents' Signature_____

*Registration fee, $12.50, to be paid with application.

EVALUATION FORM FOR SUPERVISING TEACHERS

THIS IS A CHILD CENTERED SCHOOL WITH ARTICULATION FROM GRADE TO GRADE IN SUBJECT MATTER BASED ON DEVELOPMENTAL AND INDIVIDUALIZED METHODS

Code for self appraisal, to be used in column I	Code for administrator's appraisal to be used in column II	Personal commentary to be used in column III
+ = One of my strongest characteristics 0 = One characteristic in which I am adequate - = One of my weakest characteristics (one which I should like to improve) x = A characteristic with little relevance for my present role.	S = Satisfactory NH = Needs help U = Unsatisfactory NO = No opportunity to observe performance in this area.	

NEEDS OF CHILDREN

1. I make my needs for materials, which are varied in levels of difficulty to satisfy individual needs and abilities, and equipment which will aid me in giving the children the best possible education, known to the principal.

2. Recorded information is available about the physical, emotional, social, intellectual capacities, achievements and needs of each student.
   a. Records are in my room and accessible to professional people.
   b. For each of my children I have the following records. aptitude, readiness, achievement, I.Q., anecdotal and sociograms.
   c. I have become familiar with the above records.

3. The school programs are carried out in ways which fulfill the physical, emotional, social and intellectual needs and capacities of each child.
   a. Each child is helped to be physically comfortable (seeing, hearing, furniture, etc.)
   b. Each child is helped to have a feeling of personal acceptance and worth.
   c. Each child is helped to have the feeling of belonging to the class and school groups.
   d. Each child is helped to understand and carry out his personal responsibilities in the school.
   e. Each child is helped to establish positive purpose and conviction in his commitment to democratic principles.
   f. Each child is helped to have experiences in developing skills in individual and group problem solving.
   g. Each child is evaluated in terms of himself and in terms of other children.
   h. Each child is helped to achieve according to his abilities in subject areas.
   i. Each child is helped to explore areas of knowledge and experience which are of particular interest to him.
   j. Promotion is dependent upon intellectual, physical, emotional, achievement and social factors agreed upon by the teacher, parent, principal and child.

PROFESSIONAL OBLIGATIONS

1. I belong to the following organizations_____
   _____

2. Professional ethics:
   a. I am aware of and observe professional ethics.
   b. I am extremely careful to work through professional channels in disputes with other groups.

3. I contribute to the morale of the faculty and school by doing the following.
   a. I contribute to and cooperate with faculty decisions.
   b. I offer suggestions and materials to my co-workers whenever possible.
   c. I work harmoniously with the established standards and practices of the school.
   d. I am constantly striving for the improvement of professional relations.

4. I keep a wholesome balance among my civic, church, personal and professional activities.

5. I am familiar with the present research carried out by Utah State University that is applicable to the Edith Bowen School.

6. I have or am carrying on at the present time some action research.

7. I follow the lines of authority in making my wishes known.

PUBLIC RELATIONS

1. I support my co-workers verbally, both at school and outside of the school.

2. I plan parent conferences at least twice a year in which the parent and I evaluate and report the childs progress.

3. I take an active and interested part in all activities sponsored by the school and P.T.A.

4. I attend when ever and practical and possible out of school activities where the children of my class are participating.

5. I recognize and acknowledge parents of students when I meet them.

6. I do not discuss the academic progress of the child, but I encourage parents to meet with me in the classroom.

DIRECTING STUDENT TEACHING

1. I recognize in my assignment the opportunity to help improve the quality of teaching in our schools.

2. I attempt to utilize the strengths of the student and to improve his weaknesses.

3. I am friendly, patient, and sympathetic with my assigned students, but at all times insist on a high standard of professional conduct.

4. I provide the student with effective experiences in as many of the duties of teaching as is practicable.

5. I do all in my power to help the student develop an enthusiasm for teaching.

6. I provide the student with responsibility, under careful supervision as rapidly as he is capable of accepting it.

7. I assist the student to gain the respect and cooperation of the pupils.

8. I assist the student in wisely evaluating all of his experiences gained in student teaching.

9. I work closely at all times with the supervisor of student teaching and seek his aid whenever it will contribute to the improvement of the student's teaching or his relations with the school personnel.

10. I acquaint the student with the physical features of the room and instructional materials available.

11. I provide space for the student teacher to store his personal belongings.

12. I acquaint the student with the school plant.

13. I aid the student in becoming acquainted with the children in the classroom, and advise him to examine each child's cumulative record folder at the school.

14. I point out important features of the instructional program.

15. I acquaint the student with the state and local courses of study.

16. I have enough conferences of the type that satisfy the need of all concerned (at least one hour weekly).

17. I discuss with the student my program, indicating to him my long range goals for the year.

18. I review my plans with the student well in advance and thereby encourage him to plan and prepare his work more carefully.

19. I give the student an opportunity to observe me teach a particular subject before he is asked to present a lesson on that phase of the curriculum, and indicate to him my objectives.

20. I examine and discuss with the student the lesson plans he has prepared prior to his instructional presentation. (It is advisable to evaluate these plans with him at least one day in advance.)

21. I acquaint the student with all the reports and records that are expected of a regular classroom teacher, impressing the student with the importance of these records and reports being done in a neat, efficient, prompt and accurate manner.

22. I cooperatively evaluate with the student his work so, that he will be aware of the areas of his teaching that need special attention, frankly and honestly.

23. I share jointly with the student the routine duties to which I am assigned as well as the housekeeping responsibilities I have in my room.

24. I introduce the student to other faculty members and encourage their friendship and cooperation.

25. I encourage them to review and apply the theory from their university classes.

26. I allow and encourage them to use freedom to experiment, to try their own ideas and profit from their successes and errors.

27. I notify them of coming interruptions to enable rescheduling of the daily program as early as possible.

28. I help the elementary children to understand and support their role in the teacher preparation program.

29. I acquaint the student teachers with the philosophy of the Laboratory School.

30. My practices reflect the philosophy of the school.

ADMINISTRATIVE PROCEDURES

1. I contribute to decision making:
   a. As a participating subordinate, I help determine matters which affect Edith Bowen's program and policy.
      1. I make appropriate budget recommendations.
      2. I attend College of Education faculty meetings.

   b. I give careful attention to the various alternatives and their consequences in problems related to Edith Bowen's policy and programs, realizing that there are no clearly defined answers to most problems.

2. I press for examination and adoption of procedures which would increase the school's ability to respond to the needs of children.

3. I press for examination and adoption of procedures which would increase the effectiveness in the teacher education program.

4. I regard administration as the chief support of the total Edith Bowen program:
   a. I am the firm ally of administrative plans which forward the program.
   b. I accept suitable additional duties assigned by the administration.

APPLICATION FOR ADMISSION

EDITH BOWEN TEACHER EDUCATION LABORATORY SCHOOL

Date of application_____
Should be placed in grade_____
Grade completed last year_____

1. Full name of applicant_____ Sex_____

   Address_____ Telephone_____

2. Place of birth_____ Birth date_____

3. Name of parents (or guardians)_____

4. Children in home:

Name	Sex	Age	School Now Attending

5. Occupation or working place of parents (or guardians):

   Father_____ Phone_____

   Mother_____ Phone_____

6. Number to be called if parents can't be reached_____

7. Family doctor_____ Phone_____

8. Name of former school_____

   Address_____

9. Please answer the following questions relative to admission:

What is the anticipated length of enrollment in the Edith Bowen School?_____
Are any members of your family now in the Edith Bowen School?_____
Were the parents formerly students of the Laboratory School?_____